
HOUSING 30

Curriculum Guidelines

A Practical and Applied Art

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Table of Contents

Acknowledgements	i
Introduction	1
Philosophy and Rationale	1
Aim, Goals, and Foundational Objectives	1
Course Components and Considerations	2
Housing 30 Overview	3
Common Essential Learnings	3
Assessment and Evaluation	4
Module 1: Housing Needs (Core)	5
Module 2: Historic Influences on Architectural Styles (Optional)	9
Module 3: Choosing a Residential Location (Optional).....	11
Module 4: Community Planning and Development (Optional)	14
Module 5: Housing Exteriors (Optional)	18
Module 6: Interpreting and Evaluating Housing Plans (Optional).....	20
Module 7: Rental Property (Core).....	26
Module 8: Making a Housing Purchase (Optional)	29
Module 9: Residential Landscaping (Optional)	34
Module 10: Energy-Efficient Housing (Optional)	39
Module 11: Housing of the Future (Optional).....	42
Module 12: Building a House (Optional).....	44
Module 13: Career Opportunities in Housing (Core)	46
Module 14: Work Study Preparation and Follow-up Activities (Optional)	48
Module 15: Work Study (Optional).....	51
References	52
Appendix A: Recordkeeping Sheet	53

Introduction

Within Core Curriculum, the Practical and Applied Arts (PAA) is a major area of study that incorporates five traditional areas of Home Economics Education, Business Education, Work Experience Education, Computer Education, and Industrial Arts Education. Saskatchewan Education, its educational partners, and other stakeholders have collaborated to complete the PAA curriculum renewal. Some PAA curriculum guidelines have been updated by integrating, adapting, or deleting some components; some Locally Developed Courses have been elevated to provincial status; and some new guidelines have been developed.

A companion *Practical and Applied Arts Handbook* provides background on Core Curriculum philosophy, perspectives, and initiatives. The Handbook articulates a renewed set of goals for PAA. It presents additional information about the PAA area of study, including guidelines about work study and related Transition-to-Work dimensions. In addition, a PAA Information Bulletin provides direction for administrators and others regarding the implementation of PAA courses. Lists of recommended resources for all guidelines will be compiled into a PAA Bibliography with periodic updates.

Philosophy and Rationale

Housing 30 is designed to give a broad understanding and appreciation of residential housing in Saskatchewan and in other parts of the world. This course promotes an understanding of individual housing needs and how these needs can be met in the new millennium within the context of the family life cycle. An examination of various types of living accommodations in Saskatchewan and in other parts of the world will enable the students to draw comparisons and determine housing solutions best suited to the area in which they live. Traces of Saskatchewan heritage will be discovered in architectural styles as students seek to gain appreciation of the building structures in their community.

Housing 30 offers a breadth of career development information. Career links and opportunities may be provided by using videos, guest speakers, and career development research.

Aim, Goals, and Foundational Objectives

Aim: The aim of *Housing 30* is to provide students with the opportunity to explore the field of housing and gain an understanding of residential housing in Saskatchewan.

Throughout the course, students will gain knowledge and skills while making housing decisions about: renting accommodation, purchasing real estate, insuring a home, securing rental property, reading house plans, creating and analyzing landscape designs, and doing community planning.

Goals

Awareness: To be aware of the many housing styles, types or forms of housing, and the tenure of occupants (owners or renters) available today while developing an appreciation for the heritage property in many Saskatchewan communities.

Careers and Employment: To become aware of the careers and opportunities in the field of housing including those that exist in Saskatchewan.

Consumer Knowledge: To gain the knowledge and develop the skills to make informed consumer decisions related to housing accommodation for rental or purchase.

Environmental Awareness: To develop an awareness of the impact of housing decisions on the natural environment.

Independence: To develop skills related to housing to make independent decisions as part of the family life cycle.

Technological Advances: To understand how technology brings about change in housing.

Understanding: To understand the emotional, intellectual, and spiritual components of housing affecting the home.

Foundational Objectives

Foundational objectives are the major, general statements that guide what each student is expected to achieve for the modules of the PAA curriculum guidelines. Foundational objectives indicate the most important knowledge, skills/abilities, attitudes/values for a student to learn in a subject. Both the Foundational Objectives for Housing 30 and the Common Essential Learnings (CELs) Foundational Objectives to be emphasized are stated in this document. Some of these statements may be repeated or enhanced in different modules for emphasis. The Foundational Objectives of the Core Modules of the Housing 30 curriculum include:

- To become aware of housing needs, values, and choices at different stages of the family life cycle.
- To understand the many needs that housing fulfills.
- To appreciate the history of architecture and how it has influenced housing in Canada and in North America (optional).
- To survey various types of living units available in Saskatchewan today.
- To become aware of the processes involved in purchasing and renting accommodation.
- To interpret housing plans.
- To appreciate the role of landscaping designs in housing developments in the community (optional).
- To identify new developments in housing materials and how these developments will impact on housing in the future (optional).
- To be aware of career and employment opportunities related to housing.
- To develop independent decision making skills related to housing choices.
- To understand the factors involved in insurance purchases (optional).
- To understand the factors involved in choosing a place to live.
- To understand the importance of location in satisfying housing needs.
- To value being a community citizen.

Course Components and Considerations

Housing 30 modules may be offered in a variety of learning environments that range from a classroom in a school to a workplace setting within the community. The Housing 30 curriculum is a 100 hour full credit course accommodating an optional minimum 25 hour work study module. The work study component will be determined by arrangement with the employer, the student, and the teacher-monitor.

Students may explore housing-related careers within their community. Potential careers include community planner/developer, carpenter, architect, draftsperson, real estate agent, insurance salesperson, landscaper (and maintainer), electrician, energy conservation consultant, floor/window installer, constructor, home maintenance service technician, etc.

Professionals in the field of housing have had input into the development of the curriculum through interviews and consultation. The work study component in the course permits the student to apply academic and school-based learning to workplace settings. Students are provided with the opportunity to experience this component working with a professional in suitable places within the community. The work study modules may include time spent with a tradesperson in building construction, an architect, an interior designer, a landscape designer, an engineer, an urban planner, a draftsperson, a real estate agent, a home inspector and appraiser, a surveyor, a home furnishing retail salesperson, a yard maintainer, etc. This course is a Practical and Applied Arts option that is a specified elective at the Secondary Level.

Housing 30 Overview

Module Code	Modules	Suggested Time (hours)
HOUS01	Housing Needs (Core)	10-15
HOUS02	Historical Influences on Architectural Styles (Optional)	5-10
HOUS03	Choosing a Residential Location (Optional)	3-5
HOUS04	Community Planning and Development (Optional)	5-8
HOUS05	Housing Exteriors (Optional)	5-8
HOUS06	Interpreting and Evaluating Housing Plans (Optional)	5-15
HOUS07	Rental Property (Core)	3-5
HOUS08	Making a House Purchase (Optional)	5-10
HOUS09	Residential Landscaping (Optional)	5-10
HOUS10	Energy Efficient Housing (Optional)	3-5
HOUS11	Housing of the Future (Optional)	3-5
HOUS12	Building a House (Optional)	10-15
HOUS13	Career Opportunities in Housing (Core)	2-5
HOUS14	Work Study Preparation and Follow-up Activities (Optional)	5-8
HOUS15	Work Study (Optional)	25-50

Teacher Notes that appear in bold print in some modules indicate choices of activities where there is a variation of time allowed to cover the module. This permits the teacher to emphasize and assess areas of greater interest and allows the students to explore the topic in more detail.

Common Essential Learnings

The incorporation of the Common Essential Learnings (CELs) into the instruction of the Practical and Applied Arts (PAA) curriculum offers many opportunities to develop students' knowledge, skills and abilities. The purpose of the CELs is to assist students with learning concepts, skills, and attitudes necessary to make the transition to career, work and adult life.

The CELs also establish a link between the Transition-to-Work dimensions and Practical and Applied Arts curriculum content. The Transition-to-Work dimensions included in the PAA courses are: apprenticeship, career exploration/development, community project, employability skills, entrepreneurial, occupational skilling, personal accountability, processing of information, teamwork, and work study/experience. Throughout the PAA Curricula, the CELs objectives are stated explicitly at the beginning of each module. The CELs are coded in this document, as follows:

COM	=	Communication
NUM	=	Numeracy
CCT	=	Critical and Creative Thinking
TL	=	Technological Literacy
PSVS	=	Personal and Social Values and Skills
IL	=	Independent Learning

It is anticipated that teachers will find additional ways to incorporate the CELs into their classroom instruction.

Assessment and Evaluation

Assessment and evaluation throughout the Housing 30 course should be based on the learning objectives outlined in the course of study. It is important to use a variety of assessment techniques to ensure accurate student evaluation. The design of an evaluation matrix/scheme should reflect the amount of time devoted to each of the modules taught in the course. For example, if work study were a 25 hour module offered in the course, it could represent 25% of the student evaluation in a 100 hour course offering.

Here is a sample evaluation scheme.

Tests (written)	25%
Project work	15%
Information Research	15%
Homework and Assignments	10%
Classroom Presentations	10%
Work Study	25%

As discussed in the *PAA Handbook*, there are three main types of student evaluation: diagnostic, formative, and summative.

Diagnostic evaluation usually occurs at the beginning of the school year or before a unit of instruction to identify prior knowledge, interests or skills of students about the subject area.

Formative evaluation is an ongoing classroom process that keeps students and educators informed of students' progress.

Summative evaluation occurs most often at the end of a module to determine what has been learned over a period of time.

For more information about student evaluation refer to *Student Evaluation: A Teacher Handbook* (Saskatchewan Education, 1991) or the *Practical and Applied Arts Handbook* (Saskatchewan Education, TBD).

For information about program evaluation refer to *Saskatchewan School-Based Program Evaluation Resource Book* (1989).

For information about curriculum evaluation refer to *Curriculum Evaluation in Saskatchewan* (Saskatchewan Education, 1991).

Module 1: Housing Needs (Core)

Suggested Time: 10-15 hours

Foundational Objectives

- To become aware of housing needs and values at different stages of the family life cycle.
- To understand the many needs that housing fulfills.

Common Essential Learnings Foundational Objectives

- To see the relationship between needs and values and how they can relate to housing needs. (PSVS)
- To understand how society can influence housing today. (COM)
- To recognize how history, climate, resources, demographics, and cultural patterns have influenced housing. (PSVS, CCT, NUM)

Note: Other CELs may be emphasized.

Learning Objectives

Notes

- 1.1 To understand the meaning of basic physical and emotional human needs and how these needs can influence housing needs. (PSVS)

Students are to define basic physical and emotional human needs and give examples. (Responses should include: basic physical needs such as food, clothing, shelter, safety, etc. and emotional needs such as love, safety, belonging, success, etc.) How has housing evolved to satisfy needs such as privacy, interests, hobbies, etc.?

- 1.2 To recognize how emotional needs have influenced housing. (COM).

Ask the students to create a list of emotional needs. Identify which of the needs on the list relate to housing needs. Needs that may appear on the list could include: love and belonging, identity, safety, creativity, and privacy. Examine the emotional needs listed by the students and discuss how the needs would affect housing. How would these emotional needs be reflected in the appearance of the home? Discussions could be focused around: privacy - how the need for privacy can affect space; safety - ways that housing could be built to become more secure (home security systems, housing plan, materials used).

How can the rooms inside the home and the yard outside of the house bring delight, beauty, spiritual awareness and increase self-esteem and creativity?

Discuss ways that housing may be built to accommodate:

- security needs - home security systems, housing plan, materials used
- belonging needs – similar values, stages in family life cycle
- similar lifestyle and housing costs, common interests, income and status
- creativity needs - housing design, colour, and landscaping.

Learning Objectives

Notes

- 1.3 To appreciate the evolution of housing and to show how it evolved to meet human needs using available materials. (CCT)

Discuss nomadic Aboriginal peoples and how their home choices related to a way of life of hunting and gathering food. Include in your discussions tepees, straw huts, and collapsible frameworks of bones or wood. Discuss the use of caves as shelters for these people. List some of the types of materials used for their homes.

Discuss examples of today from wilderness trips and camping.

Discuss the evolution of permanent shelters and why they emerged. Include in the discussions the formation of communities, the associated way of life, and how that brought about changes to housing. How did housing needs change?

- 1.4 To understand how an individual's values can affect the perception of housing. (PSVS, COM)

Define values and ask students to give examples of values. Define the meaning of *house*, *home*, and *housing* and note the differences. Students will describe the "ideal home" and "ideal setting" for a home. Have the students list the values that are reflected in their descriptions.

Walk students through a day in the life of their "ideal home." What makes it ideal?

Students may compare their definitions of *home* to determine the values they have used. Students will make a list of values that are associated with the terms *house* and *home*. Values associated with privacy, prestige, love, security, freedom, and safety will probably be a part of their definitions. Discuss how values relate to emotional needs. Write a description for a home that would suit your present lifestyle. Be as descriptive as possible in the write up. (COM)

- 1.5 To determine how values affect how housing needs are met. (PSVS)

Collect and examine real estate ads to determine if the housing ad describes a need or a value to market the house. Students may prepare a one minute presentation about the housing ad. Describe how values can affect the design of a home (e.g., an artist who likes solitude while working may have a quiet studio on the top floor of his/her home that overlooks a neighbourhood park). Other values that could be discussed are prestige, equality, etc.

Ask students to create a rough sketch from memory of the plan of their home. Label the rooms. Discuss their favorite room and why it is their favourite. Identify values and needs that are reflected in their sketches. Sketch or describe this room in more detail. If you could make changes to any room in your home what room would you select? What changes would be made and why?

Learning Objectives

Notes

- 1.6 To understand how the family life cycle can bring about changes in needs related to housing. (COM)

Describe the stages in the family life. (References do not often include single parent families. Include a single parent family as a stage in the life cycle.) Outline housing needs at each stage of the family life cycle. Discuss needs for elderly persons and those with disabilities. Explain briefly how a physical disability can affect housing needs. Point out similarities and differences in the needs at various stages of the life cycle and explain how these needs may be accommodated by housing.

Optional:

Students may select real estate ads (that suit family needs at different stages of the life cycle) from newspapers or the Internet. Students should state what needs are met in each ad. Are values evident in the real estate advertisement as part of the marketing scheme to sell the house?

Ask students to re-examine the housing ad they have chosen for the previous exercise on values and ask them to determine the size of family that could live in the house, the lifestyle of the family, and how the home might meet other family needs such as location, services within the neighbourhood, etc.

- 1.7 To identify cultural influences on housing. (IL)

Define *culture*. Explain how culture affects the type of homes built, the style of the home, the arrangement of rooms, and the style of decorating used.

Optional:

Ask students to research and report back to the class how cultural views and values have affected housing in terms of size, design features, family size, customs and traditions, and way of life.

Examine different kinds of families that exist today (nuclear family, extended family, and the single parent family). Define each of these and ask the students to explain how needs for each of these families may impact on housing.

Discuss how privacy and status relate to cultural needs in housing.

- 1.8 To identify the factors that influence the type of shelter that is provided by housing. (TL, CCT)

Outline some of the factors that affect shelter such as: climate, protection, natural resources, historical influences, lifestyle, and architectural styles.

1) **Climate** determines the kinds of materials that are suitable for housing. Discuss how climate and seasons in various countries may influence housing. Compare the materials used to build a house in Africa with those used in Canada. How are they different and why? How are housing features different in various regions in Canada and why? Discuss differences in climate between Saskatchewan and British Columbia. How is housing constructed in a different way because of the climate? Provide picture illustrations of early forms of housing such as caves, sod houses, houses on stilts, various kinds of tents, adobe houses etc. This could be given to students as a

Learning Objectives

Notes

cooperative learning project. Create models of primitive dwellings for display. Discuss some of the building materials used and their functions.

2) **Protection** from enemies and intruders such as animals was necessary in more primitive times as is protection from burglars today. Discuss ways that housing has been constructed throughout history to provide security. In discussions about the past include castle moats, drawbridges, layers of walls built around dwellings, trap doors built into the floors of early settlers' homes, etc. In the discussions about the present, include walled communities, underground parking, alarm systems, etc.

3) **Resources** that are available in a country or region help to determine the materials that are used in housing construction. Discuss how housing is constructed in various regions of the province based on availability of materials, land, and soil conditions.

Discuss the use of new technology and how it has changed the kinds of building materials used for housing in Canada. Explore the changes in natural, manufactured, and recycled building materials today. Look at the advances in tools and the changes that have resulted in housing design and setting. Tools such as pneumatic hammers, electric drills and saws, as well as excavation equipment that has permitted building on hillsides and mountains should be examined.

Invite a building contractor to the class to discuss the use of new materials and techniques in housing construction, where they are used, advantages, and a comparison of cost and maintenance. Explore ideas such as steel framing, poured concrete walls, straw bale, straw board, construction, the use of mortar bricks, clay and metal roofing, fiber cement siding, vinyl siding, plumbing, high density materials for floors and ceiling, and plastic pipes.

4) **Historical influences** affect the type of housing today and in the past. Examine the styles of early humans and Aboriginal peoples.

5) **Lifestyle** is described as a living pattern or a way of life. Discuss the following lifestyles and how they can influence housing. Individualistic: one who prefers to do one's own thing. Supportive: one who likes to help others and may work away from home helping others. Basic: one who can live simply without a lot of conveniences. Community: one who enjoys group living and a community lifestyle. Prestige: one who likes to have some control over people or events. Emerging trends: one who chooses to work out of one's home instead of the office.

6) **Architectural** styles from the past have inspired new housing styles today. These styles will be discussed in Module 2.

Module 2: Historic Influences on Architectural Styles (Optional)

Suggested Time: 5-10 hours

Foundational Objective

- To appreciate the history of architecture and how it has influenced housing today.

Common Essential Learnings Foundational Objective

- To explore the use and application of technology in the study of architectural styles of housing. (TL)

Note: Other CELs may be emphasized.

Learning Objectives

Notes

- 2.1 To examine historical architectural styles from various periods. (TL)

There are many housing styles. Focus on styles that students can relate to such as: federal, Georgian, Greek, Gothic, Queen Anne, Tudor, Victorian, Cape Cod, salt box. Investigate styles of Plains and Northern Indians and the Inuit.

Describe the characteristics, the period of time from which they came, and where the design first originated for each of the housing styles listed above. Terminology such as portico, pediment, cornice, galleries, widow's walk, teepee, circle, dome shapes, pilasters, etc. may be discussed and related to the appropriate styles listed. Use illustrations of housing styles to allow students to see the most dominant features of each style.

Compare geodesic dome to igloo.

If possible, invite a representative from Heritage Saskatchewan to speak to the class about heritage property in Saskatchewan, the process to have a building declared a heritage site, and the rules and regulations for heritage property.

Teachers may choose to have students complete one of the following activities:

1. Students may research one of the housing styles mentioned above and photograph buildings in the community that have adopted the style. Discuss modifications to the building and why the housing style has been changed. Students should examine the landscape and other buildings around the selected housing style they have photographed and discuss the character of the street or neighbourhood. Encourage students to look for housing styles in a variety of buildings such as churches, government buildings, schools, jails, hospitals, libraries, and banks. If the variety of buildings is limited in your area, consult photographic resources listed in the Resources section.

Learning Objectives

Notes

2. Students may research the history of heritage property in the area in which they live. Students may include a discussion of the architectural style, how the style got its name, modifications to the style over a period of time and why the changes were made, designer of the building if known, function of the building in the past and today, who may have used it or inhabited the building in the past, etc. Students should be encouraged to photograph the building that they are describing. If students show interest, arrange a field trip to view heritage property in the surrounding area.
3. If the opportunity exists, take the students on a field trip to examine housing styles in the community. Ask the students to identify housing styles based on things learned in class or during research.

2.2 To identify traditional and contemporary housing styles and the styles of the twentieth century. (CCT)

Investigate styles such as: modern, international, ranch style, early American, colonial, French, Spanish provincial, salt box, Cape Cod, A-Frame, and Geodesic Dome. Discuss the features of these styles and how they have influenced housing styles in the community. Ask the students to identify where they may have seen some of these housing styles.

Optional:

Students may make a scrapbook of illustrations of each of the housing styles.

2.3 To identify roofing types that are found on architectural buildings. (optional)

Display a variety of illustrations of roof designs such as: pitched, hip, gambrel, mansard, flat, shed, and dormer. Identify buildings in the community where these roof types can be found. Try to relate the dwelling style most likely to be found with each roof type.

Define and explain the function of overhangs. What are the advantages and disadvantages of wide and narrow overhangs?

2.4 To develop an appreciation for the contributions of some of the renowned architects. (IL)

Students may research the contributions of an architect such as: Frank Lloyd Wright, Le Corbusier, Charles E. Jeanneret, Ludwig Erickson, Mies van der Rohe, Buckminster Fuller, Moshe Safdie, Clemensha, Portnall, Storey, Van Egmond, Douglas Cardinal, etc. Students should be encouraged to use the Internet in addition to print resources found in the library. Students may do class presentations if time permits.

Module 3: Choosing a Residential Location (Optional)

Suggested Time: 3-5 hours

Foundational Objectives

- To understand the factors involved in choosing a place to live.
- To understand the importance of location in meeting housing needs and wants.

Common Essential Learnings Foundational Objectives

- To be aware of and understand one's own needs when choosing a place to live. (PSVS, IL)
- To develop independent decision making skills related to housing, as students move toward adulthood. (IL)

Note: Other CELs may be emphasized.

Learning Objectives	Notes
3.1 To examine factors to consider when selecting a place to live. (PSVS)	<p>Students use focused imaging to select an ideal location to live in five years and give reasons for their choice. List factors that determine the choice of location.</p> <p>Factors may include: where you were born, climate, marital status, income, family, zoning controls, where you work, rural or urban location, the country, province or region, the community, the neighbourhood, and the site.</p> <p>Students may suggest a suitable place to live using criteria given in a case study.</p>
3.2 To investigate criteria for choosing a region in which to live. (CCT)	<p><i>Region</i> refers to an area of the world, country, or province where you live. Some of the determining factors in the choice of region are: climate, scenery, employment, income, savings, family, marital status, and the ease of mobility. Explain how each of these factors might determine a choice of region. (COM)</p>
3.3 To examine community options available when choosing a place to live.	<p>A community may be a large city, small village, or rural area. Define the terms <i>rural</i>, <i>urban</i> and <i>suburban</i>. Consider advantages and disadvantages of urban, rural, and suburban living. Discuss reasons why someone may live in the city. Students may conduct interviews with people who live in various sizes of communities to discuss benefits and drawbacks of community size. Debate the advantages of city vs suburban vs rural living.</p> <p>Rural, urban and suburban developments are divided into neighbourhoods. Ask the students to write a definition of neighbourhood. Compare the variety of definitions from the class. How might the definition be different for someone living in a rural, suburban, or urban area? Consideration must be given to the physical and social aspects of neighborhoods.</p>

Learning Objectives

Notes

	<p>The social neighbourhood includes the make up of people who live in the community. Define physical and social neighbourhoods and discuss their importance to neighbourhood developments. Identify factors that make up a homogeneous neighbourhood such as similarity in age, ethnic background, income level, and occupation.</p> <p>Consider transportation and its impact on community and neighbourhood life.</p> <p>How has the automobile changed communication in the neighbourhood? Explain how garages with automatics doors have reduced communications with neighbours.</p> <p>Discuss high density population within a neighbourhood development. What problems can occur? In what parts of a community development does a high density population often occur? Do suburban subdivisions support creating "community" or do they alienate people?</p> <p>The physical neighbourhood is determined by the planning of the land and buildings. Discuss the use of land for schools, parks, churches, shopping, and how these amenities serve the needs of the community.</p>
3.4 To evaluate the aesthetic and cultural composition of neighbourhoods. (CCT, IL)	<p>Describe what is meant by the cultural make up of a neighborhood. Create a list of cultural and aesthetic features in a neighborhood. Examples such as community pride, desirable neighbours, visual appeal, and topography may be listed.</p> <p>Obtain a map of the local area, another familiar city, or a town. Note the divisions on the map or divide the area into neighborhoods. Ask the students to determine how they think areas in a development are divided into neighbourhoods. Discuss how each neighborhood on the local area map varies in character, using the ideas previously discussed.</p>
3.5 To consider factors that affect the site location for a dwelling. (TL)	<p>Define <i>site location</i>. Students should reflect back to their description of their ideal location for a home in Learning Objective 3.1 of this module. They should examine their description to determine if it includes a description of site. Discuss the importance of site location.</p>
3.6 To examine the considerations for the selection of a site.	<p>Some considerations to list in the selection of a site/lot location would be type of street, highway or road, width of street, backlanes, size of lot, lot set back, shape of lot/site, and orientation to the site. For a rural settings consider town or farm, the north, ravine, valley, lake. Discuss the type of street and how it may affect the decision of a site. Keep in mind that streets will provide access to facilities. List the types of streets: main traffic arteries, curved local traffic, cul-de-sac, crescents, and grid roads. Obtain a map of a new neighbourhood development and identify the different types of street design. List the advantages and disadvantages of each type of street. Relate these features to needs during various stages in the family life cycle.</p>

Learning Objectives

Notes

Discuss the size of the lot or building site and the implications for a housing development with respect to size of the dwelling, yard area desired, local regulations regarding placement of dwelling on the site, and availability.

In groups, students may design a concept web identifying the various kinds of lots with which they are familiar. List the advantages and disadvantages for each type of lot shape. Have students provide feedback from their groups to the class.

Consider implications for taxation, ease of maintenance, and the family life cycle with respect to lot shape, in your discussions with the class.

Discuss the shape of the lot (rectangular shaped, wedge shaped, and corner lot) and how it will affect the character of the property. Identify the various shapes of lots that students have not identified by referring to a map of the area or another community development.

Discuss the contour of the land and soil characteristics and how they will affect a site selection.

- 3.7 To devise a list of the services and facilities that are desirable in a neighbourhood.

Ask the students to list the services and facilities that they would want if they were choosing a neighbourhood. Remind students that they may want to begin with the services and facilities that are available in their area and expand on them. Remind students to consider services that may be reached by walking, cycling, driving, or using public transit.

- 3.8 To differentiate between essential and non-essential services in a community or neighborhood (PSVS, CCT)

From the students' list of services, ask students to separate essential services from non-essential services. Discuss in groups the reasons why certain items are on each list. How might these lists look in rural, suburban, or urban areas?

Services that should be considered essential may relate to:

- maintenance of streets and roads (paving, snow removal)
- protection (fire and police)
- communications technology (telephone, mail, and delivery of supplies)
- health care facilities and services
- garbage removal
- service availability (power, gas, water, sewage)
- grocery stores
- recreation facilities
- schools and child care
- facilities

Relate the essential services to basic family needs.

Module 4: Community Planning and Development (Optional)

Suggested Time: 5-8 hours

Prerequisite: Module 3

Foundational Objectives

- To understand the importance of planning a community development.
- To investigate community planning concepts in rural and urban communities in Saskatchewan and beyond.

Common Essential Learnings Foundational Objectives

- To understand the principles of community development and planning. (COM)
- To explore the use and application of technology related to community planning. (TL)
- To recognize that learning is a continuous process and to develop skills to become independent learners. (IL)

Note: Other CELs may be emphasized.

Learning Objectives

Notes

- 4.1 To explore the evolution of historical communities.

Discuss some of the reasons why settlements were built in specific locations in earlier times. Review basic human needs for housing. How might basic needs for housing affect the development of a settlement? Features such as water, oil, coal, access to transportation (e.g., rivers) lumber, landscape, etc., were often reasons for the development of settlements. Examine communities in Saskatchewan and talk about why settlements may have occurred there in earlier times. Students may research the history of settlements in Saskatchewan or other areas of interest and report back to the class. Invite a speaker from the community to discuss the history behind community development where the students live or ask the students to conduct interviews within the community and make a class presentation. Discuss mature communities vs. new subdivisions.

A good example to discuss here might be Wanaskewin. The site was used for hundreds if not thousands of years. It would be interesting for students to discuss what kept attracting people to that site and how the current buildings reflect a long and rich history.

Trading Posts (Hudson Bay Company) could also be good examples of how some sites developed into larger settlements.

List the factors that influence community development today. Ideas such as topography (contour of the land, characteristics of the ground) may be discussed. Have these factors changed from earlier times? (TL) Community development and growth is closely related to economics - jobs, markets, transportation systems, etc.

- 4.2 To discuss responsibilities and privileges of community citizenship. (COM)

Discuss examples of how one can be a responsible citizen (e.g., housing upkeep, yard maintenance, noise control, snow removal, neighbourhood watch, graffiti, pets). (PSVS)

Learning Objectives

Notes

- | | |
|---|--|
| 4.3 To examine essential services and facilities that make up a functional community. (CCT) | From the module "Choosing a Location," review essential and non-essential services of a community. Ask students to refer to the list of facilities and services that they feel would assist in the planning of a community. Ask students to evaluate a community in the area in which they live by listing advantages and suggesting improvements that could be made. |
| 4.4 To create an awareness of the importance of planning to community development. (CCT, NUM, TL) | <p>From student discussions in Learning Objective 4.1 ask the students to plan a community. Begin by asking a student to state the reason for the settlement site and the approximate date of the settlement. Draw a site for the settlement on the chalkboard. Ask each student to add buildings to the settlement until they are satisfied that the settlement is complete. Ask the students to analyze the planning of the new settlement with respect to function and convenience. Discuss the importance of planning in community development with respect to cost, function, harmony within the community of inhabitants, convenience, safety, etc.</p> <p>Discuss the various modes of transportation (horses, street car, railroad, automobile, etc.) that have evolved over the years and how they have influenced community planning and development. How has transportation changed the design and size of streets, and homes? Talk about:</p> <ul style="list-style-type: none">• the use of garages to store the cars• the width of the streets to accommodate parking for cars and rails for street cars• the design of streets to accommodate the increased numbers of cars on the streets and the speed at which they travel• the space required for parking cars in densely populated areas of a city• land use and maintenance• bicycle paths vs. pedestrian paths• modern highways that permit commuting. |
| 4.5 To examine problems in a neighborhood that may affect satisfaction within the community. | <p>Identify what some people might consider to be the public nuisances in a settlement. List other issues within a community such as busy roadways, bill boards, refinery, dust, taverns, fast food outlets, noise, traffic, fumes, light, stockyards, etc.</p> <p>Discuss why and how concessions are sometimes made to accommodate the perceived public nuisance; when for example, many of these public nuisances benefit the community in some way. Consider some of the benefits.</p> <p>If possible, invite a speaker (e.g., community or municipal planner) to the class to discuss how public nuisances have been managed within the community. This topic may be addressed by the same speaker who addresses issues in Learning Objective 4.8 and 4.10. (COM)</p> |

Learning Objectives

Notes

- 4.6 To investigate historical community planners and the types of community planning throughout time. (IL)

Students may research community planners and the various types of community planning that were used in the past to the present. Compare different types of planning, pointing out the differences and explaining why these changes evolved. For example, have students examine the different road and street patterns. Discuss why changes evolved within the community.

You might investigate an example of community planning over a period of time.

Optional:

Research the “Mawson Plan.” This was the original plan for the city of Regina. How is Regina different today? Investigate other cities.

- 4.7 To consider zoning bylaws and building code regulations that affect community planning.

Identify regulations that affect community planning such as zoning laws and building codes. Define *zoning laws*, *bylaws*, *building codes*, and *aesthetic codes*. Explain how each of these is regulated, altered, and enforced. Who makes the decisions?

Talk about the value of building codes. How do they protect the consumer, the builder, and the community?

Discuss how the National Building Code of Canada regulates development within any community.

- 4.8 To examine the various types of zoning laws that regulate community developments. (CCT, NUM)

List the types of zoning within community development: restricted residential, general residential, commercial zoning, and industrial zoning. Define each type of zoning and explain which part of the community would be found in each of these zones. Zoning regulations may also determine: lot size, distance of the buildings from the property lines, property easements, and building sizes.

Talk about property easements for services and Crown property relating to the lot frontage and lot setback guideline.

Invite someone from the community to talk about community planning and zoning restrictions for the local community.

If possible invite a community planner to the class to discuss a career in community planning, education requirements such as length of program, opportunities for employment, description of a community planner, various kinds of community planners, and range of salaries. Contact may be made with the city or municipality in which the course is taught. What employability skills are important for these jobs?

Debate the value of zoning laws within a community or discuss the benefits and drawbacks of zoning laws for the residents of the community, business operators, and industry.

Learning Objectives

Notes

- 4.9 To create an awareness of zoning and special zoning conditions that may exist within a community development. (COM)

List the various zoning conditions such as direct control districts, contract zoning, exceptions to development standards, holding provisions, demolition control districts, and architectural control districts within a community development. Define each of them.

Cite examples to illustrate the use of these controls within a community development. Read the newspaper to locate areas within a community development where these special conditions exist. Discuss why these appear in the local paper.

Explain how these controls are enforced, by whom, and how.

- 4.10 To become aware of the various partners involved in planning a community development. (Optional)

Discuss the developmental progression involved in planning a community subdivision from a raw parcel of land to a serviced lot with the house on it, as found in an urban/rural community. Outline the involvement of partners and their functions in the overall progress of the community plan. Define a concept plan and what information it includes.

Invite the students to plan a community that meets basic needs and provides essential services; to name and locate the streets, sidewalks, houses and other buildings; and, to create the zoning within the community. If time permits, ask the students to do an oral presentation of their community plan. (COM, CCT)

- 4.11 To explore community planning in the area in which one lives. (Optional)

Take a walking field trip to examine a community for evidence of planning in the local area. Ask students to examine various areas of the community, if the community/city is large. Consider appearance of streets and houses, location of services (essential and non-essential), public nuisances, aesthetics, etc. Ask students to prepare an oral or written report.

Module 5: Housing Exteriors (Optional)

Suggested Time: 5-8 hours

Foundational and Common Essential Learnings Foundational Objective

- To understand how knowledge of exterior design materials is created, evaluated, and refined to meet human needs. (COM)

Note: Other CELs may be emphasized.

Learning Objectives	Notes
5.1 To examine ways in which the elements and principles of design apply to the exterior appearance of a building. (COM)	<p>Discuss exterior appearance as it relates to the principles of design in order to achieve attractiveness. Discuss the effect of using:</p> <ul style="list-style-type: none">• light colours vs dark colours• horizontal lines vs vertical lines• one colour vs more than one color• large scale trim on a small structure. <p>Examine communication of design through appearance. What does it say? (Welcome, come here, this is a happy place, bright, warm, functional, etc.) Take a walk around the neighbourhood to view exteriors. Use pictures from real estate ads or magazines to evaluate exterior design. Discuss coordination of interior and exterior style and decoration.</p>
5.2 To consider materials used for housing exterior. (TL, NUM)	<p>Explain how the choice of materials for exterior use will depend on climate, cost, maintenance, insulative qualities, and style of the dwelling.</p> <p>List materials used for exterior use and talk about the emotional response to these:</p> <ul style="list-style-type: none">• wood siding• brick• stone• concrete or cinder block• plastic siding• metals• stucco• glass• asphalt <p>Explore the environmental impact of materials used for housing. Can some of these materials be recycled?</p> <p>List materials used for roofing:</p> <ul style="list-style-type: none">• asphalt• cedar• tiles (clay, concrete)• metal

Learning Objectives

Notes

Outline the pros and cons of each type of material.

Go to the Saskatchewan Education Website and check the Construction, Carpentry Curriculum Guidelines.

Identify where the use of the above materials would be appropriate. Consider factors such as:

- climate
- maintenance
- insulative qualities
- style of dwelling.

Visit a lumber yard to view the siding and roofing materials that are available.

List the advantages and disadvantages of each material for particular climates. Compare the cost involved in installation and maintenance. Choose particular styles of dwelling best suited to each material.

5.3 To examine window styles and their contribution to the overall exterior appearance of the home.

Discuss the importance of window styles in relation to housing styles. Suggest suitable window styles that are compatible with architectural styles.

5.4 To identify exterior window and door treatments used in housing. (COM)

List and describe types of window and door treatments:

- awnings
- shutters
- louvers
- glass block
- one-way glass
- double and triple glazing
- windows with increased “R” values (argon filled)
- window screens (rollaway screens)
- security glass (unbreakable)
- security grills on windows
- overhangs
- solariums
- skylights and light wells

Are the above functional or decorative?

Outline some of the functions of window and door designs such as:

- to control heat
- to control cold
- to control light emission
- for privacy
- for insulation
- for security.

Find illustrations of exterior window treatments or visit a retailer to examine exterior window treatments.

Module 6: Interpreting and Evaluating Housing Plans (Optional)

Suggested Time: 5-15 hours

This module is designed to be used in the *Interior Design 30* course.

Foundational Objectives

- To acquire knowledge and understanding of house designs and styles.
- To develop students' appreciation of the value and limitations of technology within housing development.

Common Essential Learnings Foundational Objectives

- To expand students' knowledge and understanding of how to compute, measure, estimate and interpret numerical data and when to apply these skills and techniques. (NUM)
- To evaluate a floor plan in relation to family needs. (PSVS, CCT)

Note: Other CELs may be emphasized.

Learning Objectives	Notes
6.1 To identify basic types of house designs.	<p>List the basic types of house designs:</p> <ul style="list-style-type: none">• Bungalow• bi-level• two-storey• split level• 1 1/2 storey <p>Display an example of each type. Take a walking tour in the community to identify the types of house designs.</p> <p>List the advantages and disadvantages of each. Compare the energy efficiency of the designs.</p> <p>Choose a suitable type of house and design it for a particular family using a case study approach.</p>
6.2 To gain knowledge of the types of living units available within a community.	<p>For each type define the term, list advantages and disadvantages, name examples in the community (where possible), and find illustrations of each. (COM)</p> <ul style="list-style-type: none">• apartments• row housing• duplex• mobile homes• single family dwelling (detached)• modular housing <p>Students may do bulletin board illustrations of the various housing alternatives.</p>

Learning Objectives	Notes
6.3 To determine the suitability of different types of living units for a given family or community. (PSVS)	Using case studies, students will determine an appropriate living unit for a family given: the family's lifestyle, size, stage of family life cycle, income, and interests. Students should give reasons for their choices. Encourage the students to use real estate ads or photos for this assignment.
6.4 To evaluate the inclusion of a basement as a part of the house design. (CCT)	<p>List advantages and disadvantages of a basement. Discuss various basement options such as full basement, crawl space, partial basement, walk-out basement:</p> <p>Compare materials used in building basements:</p> <ul style="list-style-type: none"> • reinforced concrete • cement blocks • treated wood frame • slab-on-ground <p>Brainstorm advantages and disadvantages of having a basement.</p> <p>Interview house builders regarding the quality of materials and new materials used in building a basement.</p> <p>Discuss why soil type should be considered when choosing materials for a basement.</p>
6.5 To examine dwelling shapes and determine how dwelling shapes can affect usable wall and floor space.	<p>List the dwelling shapes that occur in the community. Examples such as: square, rectangle, L, U, T, H, and round shapes may be listed. Sketch or find illustrations for each dwelling shape. Discuss the advantages and disadvantages of each shape in relation to usable floor and wall space, building and heating costs, and living functions.</p> <p>Ask the students to choose a building shape that interests them and explain the reasons for their choice. Ask them to use examples or illustrations of building shapes that may be familiar to the rest of the class.</p>

Learning Objectives	Notes
6.6 To investigate the use of computer technology in creating building plans. (TL) (Optional)	<p data-bbox="678 226 1338 258">Consult the <i>Drafting 10, 20, 30 Curriculum Guidelines</i>.</p> <p data-bbox="678 289 1511 384">List tools and equipment that are required for drafting building plans by hand. Outline the procedure and time required to complete the drafting of building plans by hand.</p> <p data-bbox="678 415 1479 541">Discuss the use of technology in the development of building plans. What changes has the computer brought to the field of drafting? Compare the use of computer-aided drafting (CAD) to drafting by hand. When is each of these techniques used?</p> <p data-bbox="678 573 1487 699">Invite an architectural technologist (draftsperson) or an architect to the class to discuss his/her career and the use of CAD. Refer to Learning Objectives 13.3 for career topics that should be addressed. Bring employability skills into the discussion.</p> <p data-bbox="678 730 1511 800">Students are encouraged to use CAD to complete assignments for this course, if possible, or they may draft assignments by hand.</p> <p data-bbox="678 831 1500 890">Recommended materials for CAD instruction are found on the initial resource list for this guideline.</p>
6.7 To recognize floor plan symbols and understand vocabulary related to reading floor plans. (COM)	<p data-bbox="678 989 1511 1020">Explain the meaning of and illustrate the symbols used in floor plans.</p> <p data-bbox="678 1052 1442 1115">Include symbols for: electrical outlets, plugs, switches, windows, stairs, doors, closets, fixtures, etc.</p> <p data-bbox="678 1146 1511 1304">Using texts or references, name and sketch floor plans with symbols. Examine each of the components that makes up the building plan, such as the overall floor plan, interior and interior elevations, foundation plan, plumbing pipes, electrical fixtures, and heating air conditioning ducts, and site plans.</p> <p data-bbox="678 1335 1471 1461">Identify the symbols for doors, windows, cabinets, closets, stairs, electrical outlets, light switches, fireplaces, bathroom, and kitchen symbols used in floor plans. Have students practise reading floor plans.</p>
6.8 To explore the zones within a living space.	<p data-bbox="678 1528 1500 1623">The three areas of living, sleeping, and working must be arranged in relation to one another. They are called zones. Describe the three zones in a house plan:</p> <ul data-bbox="678 1623 824 1724" style="list-style-type: none"> • living • sleeping • working <p data-bbox="678 1755 1312 1787">Using floor plans, circle zones using different colours.</p> <p data-bbox="678 1818 1243 1850">Discuss the purposes and features of each zone.</p>

Learning Objectives

Notes

6.9 To identify how the connections between zones are shown on a floor plan.

Zones are connected by the elements of the plan. They are:

- stairs
- halls
- doorways

Outline criteria for the efficient planning of zones within a floor plan. Consider the amount of hall and stair space, the distance from one zone to another, potential interruption of conversation, the accommodation for work duties, efficiency of traffic flow, safety, and noise control. Analyze traffic patterns in homes by tracing routes of daily routines. Where is the heaviest traffic? Are routes free of obstructions? Are the routes as short and efficient as possible?

Discuss safety in stairways and entrance areas.

6.10 To consider storage space as it relates to function.

Relate amount and location of storage space with family size and activities:

- closets
- kitchen cupboards
- shelves
- cold storage, etc.

Check floor plans to note the amount and location of storage space.

Each area must provide sufficient storage space. Is there sufficient storage space to accommodate family size and activities?

Discuss storage needs for persons with various disabilities, small children, and elderly persons.

Determine individual reach when planning storage space. Investigate types of storage units:

- revolving shelves
- adjustable shelves
- fold out units
- vertical dividers
- others

6.11 To evaluate the comfort features such as noise control and ventilation in a floor plan. (CCT)

Describe possible locations for closets and stairwells to aid in noise control.

Identify rooms that may have quiet activities and those with noisy activities. Give examples of room combinations that should or should not be close to one another on a plan.

Learning Objectives

Notes

Describe how window and door arrangements can aid ventilation. Sketch on floor plans the air flow between windows and doors.

Students may tour their school and evaluate the floor plan of the school using the criteria in Learning Objective 6.11. They may create a list of favourable design features and another list of what features require changes. Which changes could be made to bring about improvement to the facility? Outline changes in relation to the functions and activities that are held in the school. Discuss considerations for noise, activities, and quiet areas.

6.12 To examine types of kitchens used in homes today. (COM)

List standard kitchen shapes:

- U
- L
- Corridor Island
- One wall

Discuss how changes in the number and ages of the family members may affect the kitchen design chosen.

Explain the qualities of a good work centre. Discuss qualities for a desirable size for a work triangle. Note which shapes of kitchens are likely to have the least traffic through the work centre.

Define what is meant by the *kitchen work centre*. Is this part of the discussion or a new topic? Using illustrations, identify kitchen work centers. Explain what may be included in each kitchen work center:

- counter
- a major appliance
- storage

Visit a kitchen retail store to examine new materials being used.

Optional:

Develop a kitchen floor plan using determined dimensions. Select the kitchen shape, counter and storage dimensions, and type of materials used for counters, cabinets, and sinks. Discuss the reasons for the choice of each of the above stating advantages and disadvantages for each of your choices. Consider zoning for noise and traffic flow, cost/budgets, and ventilation in the design plans.

Learning Objectives

Notes

6.13 To plan a bathroom in a home.
(Optional)

Planning the bathroom before construction begins is important because of the permanence of the plumbing.

List the factors to consider when planning a bathroom:

- stage of family life cycle
- surfaces for cleanliness and traction
- plumbing costs and ease of installation
- fixtures and fittings
- storage space
- privacy in relation to the rest of the house
- ventilation and heating
- space around fixtures, access panels, etc.
- safety

Place basic fixtures of toilet, sink, and tub on floor plans using the criteria for planning bathrooms.

Visit a plumbing store to view styles and colours of bathroom fixtures and fittings or check a catalogue:

- sink
- tub
- shower
- whirlpool
- sauna
- hot tub
- bidet

Investigate cost of purchase and installation of fixtures.

Visit bath stores to view accessories and fixtures.

List possible bathroom accessories: towels, soap dishes, paper holders, mirrors, shower curtains, and doors.

Ask the students to describe their idea of the ideal bathroom.

Discuss new ideas in bathroom planning.

Module 7: Rental Property (Core)

Suggested Time: 3-5- hours

Foundational Objectives

- To become aware of the process involved in renting accommodations.
- To make independent decisions related to housing.

Common Essential Learnings Foundational Objective

- To develop knowledge in order to make informed consumer decisions related to accommodation. (CCT, IL) (This module does not deal with purchases.)

Note: Other CELs may be emphasized.

Learning Objectives

Notes

- 7.1 To discuss the pros and cons of renting accommodation. (PSVS)

Outline the factors to be considered when making a decision to buy or rent housing. Consider income, available housing, location, attitudes toward owning property, job mobility, stage in the family life cycle, size of the family, available financial assistance, credit rating, etc.
List the advantages and disadvantages of renting and buying.

Create a list of characteristics of a family that would be more suited to housing rental than housing purchase.

Debate renting vs. buying accommodation.

- 7.2 To assess rental requirements of various families and the options available within the community.

Students are to create a list of considerations for determining rental needs. Ideas such as cost, location, access to public transportation, lease, type of accommodation, and space should be discussed.

List costs involved in rental accommodation such as rental payments, utilities, parking, luxury features, maintenance, repairs and remodeling, insurance, laundry, and damage deposit.

Define low rental public housing. Discuss the advantages and disadvantages of low rental housing. Investigate low rental public housing in your area to determine rental cost, types available, and eligibility to occupy these units.

Invite a speaker from a housing authority.

Investigate the cost of rental property and options within your area.

Given a case study of a family, locate suitable rental property and state reasons for your choice. (CCT)

Learning Objectives

Notes

- | | |
|---|--|
| 7.3 To determine criteria for selecting rental accommodation. | List common types of rental housing: high rise apartments, duplexes, row housing, single family dwellings, suites, walk ups (low rise), board and room, and bachelor suites (studio apartments).

Discuss how potential renters may obtain information about prospective rental sites and landlord services. |
| 7.4 To evaluate types of rental accommodation. (CCT) | Make a list of points to consider when evaluating potential rental accommodation. |
| 7.5 To determine types of rental housing available for purchase within a community. | List examples of rental housing available within a community available for purchase. Examples such as apartments, duplexes, row housing, or single family dwellings may appear on the list. |
| 7.6 To investigate the residential tenancies act. (IL) | Invite a speaker to discuss the Residential Tenancies Act.

Ask the students to research the laws that are in effect to protect a landlord or a renter. |
| 7.7 To determine the procedure for making a rental agreement. (COM) | Define the term <i>rental agreement (lease)</i> . Discuss verbal and written rental agreements and what should be included in each agreement.

Discuss the process for subletting.

Invite a lawyer, real estate agent, or a rentalsperson to speak about leases and what should be contained in a lease.

Ask the rentalsperson to speak about his/her work as a career choice. See Learning Objective 2.1 for ideas about guest speakers.

Define the term <i>security deposit</i> . |

Learning Objectives

Notes

7.8 To investigate legal, social, and moral responsibilities when renting accommodation.

Define the terms *breach of contract* and *eviction*. When are these terms used? Where might one go to seek legal assistance or to file a complaint?

Outline responsibilities in housing: upkeep repairs, structural repairs, redecorating or remodeling, landscaping and yard upkeep, obeying rules, make payments on time, cleanliness, etc. Identify the responsibilities of the tenant and those of the landlord from the responsibilities listed by the class.

Define the following terms: *lessee*, *lessor*, *lease*.

Module 8: Making a Housing Purchase (Optional)

Suggested Time: 5-10 hours

Foundational Objectives

- To become aware of the processes involved in purchasing accommodation.
- To become aware of career and employment opportunities related to the field of housing.
- To develop independent decision-making skills related to housing choices.

Common Essential Learnings Foundational Objectives

- To become familiar with the process and responsibilities of buying and owning real estate. (NUM)
- To foster independent decision-making skills related to housing as one moves through the life cycle. (IL)
- To be aware of the careers and opportunities in the field of housing that exist in Saskatchewan and other provinces. (IL, CCT)

Learning Objectives

Notes

- 8.1 To list considerations prior to making a housing purchase. (CCT, IL, NUM)

List factors to consider before making a home purchase such as: price range, outstanding debts or savings, choice of new or older home, and resale value.

Students may interview a home owner, realtor, or a home appraiser to make a list of the factors that would affect the resale value of an existing home. Explain how each factor would impact on the resale value of the home. Consider location, zoning taxes and assessments, improvements, surrounding neighborhood, etc.

In groups, have the students create a list of the advantages and disadvantages of purchasing a new or an older home. Students may debate the topic of purchasing a new home vs. an older home.

- 8.2 To determine the cost of housing as it relates to an individual's monthly income. (NUM, CCT)

Define *gross debt service ratio* (GDS) and *pre-approved mortgages*. Explain how to calculate the gross debt service ratio. Ask students to list the advantages of calculating GDS and obtaining a pre-approved mortgage prior to looking for a home on the real estate market. Some advantages include enabling the potential buyer to examine houses within higher price range and allowing a buyer to estimate the expected monthly mortgage payments and other expenses. Real estate agents and financial institutions can help potential buyers determine GDS.

Learning Objectives

Notes

8.3 To investigate available housing within a community. (IL)

List housing types for sale within the community. Housing such as single family dwellings, existing and new homes, duplexes, vacation sites, condominiums, townhouses, modular houses, and mobile homes may be included.

From newspaper ads, students may select examples for each of the buying choices in housing. Discuss the advantages and disadvantages of the various types of housing.

Compare condominiums to time share units.

8.4 To explore the cost of housing.

List the housing types available to consumers today. Examples such as apartments, townhouses, modular houses, mobile homes, bungalows, bi-levels, condos, duplexes, apartments, etc. will appear on the list.

Using the case study in Learning Objective 7.2, ask the students to identify housing the family could buy. Have them give reasons for their choice considering the family's needs, family size, occupation, and monthly income. Students may use multiple listing services (website) to determine the availability and costs of homes in their area.

8.5 To explore a career in real estate and the role of the real estate agent. (Optional)

Define the term *real estate*.

If possible, invite a real estate agent to the class to speak about a career in real estate. The presentation should include the following information:

- what qualities an individual must possess to become a real estate agent (employability skills)
- what it takes to be a successful real estate agent
- trends within real estate
- the benefits and drawbacks of the job
- length of education and training
- cost of education
- hours of work
- employment opportunities
- certification
- upgrading
- how to become associated with an established company.

Ask the agent to explain the role of the real estate agent in assisting the potential buyer in making a housing purchase.

Discuss "for sale by owner" and why home owners choose to sell their homes in this way.

Learning Objectives

Notes

8.6 To create a list that a prospective home buyer may use to evaluate a prospective home for purchase. (CCT, IL, PVS, NUM)

Have students brainstorm an initial list.

Outline the phases involved in the purchase of a real estate property including:

- getting pre-approval of a mortgage (based on gross debt standard per total debt standard)
- selecting a realtor
- viewing homes on the market
- having the home inspected
- making an offer/counter offer
- signing an agreement of sale
- making a deposit
- setting/removing conditions (mortgage approval, home inspection, surveyors certificate, furnace inspection, gas line inspection, etc.)
- obtaining financing before the agreement of sale
- hiring a lawyer
- making a down payment
- doing a title search
- securing a mortgage before the agreement of sale
- closing the deal
- registering the property
- paying taxes
- agreeing to a possession date.

8.7 To develop an understanding of the terms related to obtaining financing for a home purchase. (NUM)

Define the real estate terms involved in the purchase of a home: *mortgage, down payment, closing costs*. Make a list of the closing costs involved in a real estate purchase.

Discuss *first mortgage* and *second mortgage* and why and when they are used.

Refer to the case study in Learning Objectives 8.4 and calculate the cost of covering the list in 8.6 for the chosen family.

Given a case study that includes an occupation, monthly salary, and family size, ask students to calculate the GDS ratio and select a home that the family can afford. Consider costs such as legal fees, title search, taxes, and other monthly expenses.

8.8 To examine the role of a lawyer in the purchase of a home.

Invite a lawyer to the class to discuss the role of a lawyer in closing a deal for a real estate purchase. Such topics as down payment, lawyer's fee, appraisal fee, title search, insurance premium, lien, survey fee, realtor's fee, building information abstract and prepaid taxes should be explained in the presentation. Examine copies of forms that deal with deed, title, loan, and mortgage.

Learning Objectives

Notes

- 8.9 To explore programs that help families with limited means. (PSVS)

Discuss Habitat for Humanity and sweat equity and how the two programs work to provide indirect financial assistance to a potential home owner. Invite a speaker who has been directly involved with the programs to speak about how they work, who is involved in the programs, and who is eligible to use the programs. Suggested speakers may include someone who has had his/her home built through the program, a builder, or someone involved directly in the program organization. If it is not possible to obtain a speaker, ask the students to collect newspaper clippings, interview someone involved in the program, or watch for news reports about the program. Consider using Internet sites for additional sources of information.

Students may investigate Habitat for Humanity on their own, design a poster advertising habitat for Humanity, or act out a TV interview on the topic. Students are encouraged to use websites for research of topics wherever possible.

- 8.10 To investigate the initial and continuing costs of owning housing property.

Ask the students to work in groups to brainstorm ideas and list the continuing costs of home ownership. Use the list from the previous exercise and identify which of the costs are continuing costs. Include items such as mortgage payments, property taxes, fire insurance premium, immediate repairs, utilities, local improvements, condo fees (if applicable), repairs, tools and equipment for yard maintenance, replacement of appliances, furniture, and draperies.

- 8.11 To identify the institutions that finance mortgages and those that regulate housing standards.

Have students list financial institutions in the area that offer mortgages. Include banks, credit unions, trust companies, and federal and provincial government programs.

Examine the role of Canada Mortgage and Housing Corporation and other government agencies. Review the National Housing Act.

Explain how to read mortgage tables.

Learning Objectives

Notes

8.12 To identify the procedure to obtain a mortgage. (IL)

Define mortgage and explain the significance of the meaning of the word mortgage. List the various kinds of mortgages available to home buyers today.

8.13 To understand the importance of having home insurance.

Ask the students to list the benefits of having home insurance. Determine when to purchase home insurance and how often it must be renewed. Discuss the importance of having home insurance upon the possession date of a home.

Discuss insurance coverage for:

- building insurance
- fire insurance
- property
- liability
- flood
- act of God

Explore the types of coverage that may be purchased with insurance.

Ask the students to create a list of types of insurance coverage. Include fire, lightning, explosion, wind, tornado, hail, smoke, liability, theft, vandalism, riot, and water on the list.

8.14 To determine sources of insurance information.

Create a list of information sources for household insurance.

Explain the procedure for selecting an insurance agent.

8.15 To create an awareness of the language related to insurance. (COM)

Define the following terms related to insurance purchases: coverage, policy, dwelling, contents, liability, replacement *value*, and premium.

Module 9: Residential Landscaping (Optional)

Suggested Time: 5-10 hours

Prior knowledge of the elements and principles of design is beneficial in this module.

The elements and principles of design are studied in *Interior Design 30* and throughout various levels of Arts Education. The suggested time variation accommodates the project work suggested in the teacher notes.

There may be connections made with *Horticulture* and *Design Studies Curriculum Guidelines*.

Foundational Objectives

- To become aware of the careers and opportunities in the field of residential landscaping that exist in Saskatchewan and beyond.
- To appreciate the role of landscaping designs in housing developments.

Common Essential Learnings Foundational Objectives

- To understand and apply the principles of landscape design to a geometric shape. (NUM, CCT)
- To evaluate a landscape using the elements and principles of design. (CCT, IL)

Note: Other CELs may be emphasized.

Learning Objectives	Notes
9.1 To establish the purposes of landscaping. (COM)	During a class discussion, the students should note the functions of landscaping. Include in the discussion: defining outdoor living spaces, improving visual appearance, reducing energy consumption, establishing an appropriate setting for the style of the home, privacy, blocking out public nuisances, etc. Discuss each of these functions in detail explaining how each can be achieved through landscaping.
9.2 To identify elements within a landscape design setting (TL).	<p>Elements within a design include both natural and manufactured elements. Clarify what is meant by <i>natural elements</i> and <i>manufactured elements</i>.</p> <p>Explain that the materials and the design you use in landscaping will cause an aesthetic response. Give some examples of aesthetics in landscaping.</p>

Learning Objectives

Notes

9.3 To explore the use of natural elements in landscaping. (IL)

Identify all the components that make up natural landscape elements such as soil, terrain, trees, shrubs, flowers, ground cover, rocks and stones, water, and landscape components.

Discuss how each can be used to achieve a desired effect in landscaping design.

Talk about the importance of good drainage and the problems that may result from poor drainage.

List examples of natural terrain that affect landscaping such as hills, valleys, rivers, lakes, rocks, street lights, power poles, fire hydrants, trees, and other dwellings. In what ways can landscaping be used to enhance the appearance of these features?

Optional Project

If time permits, assign students to a specific landscape element and ask them to research the element to determine how it may be used in a landscape design. Suggest that students use a variety of resources like websites, books, and interviews with a landscaper or a greenhouse operator.

Visit a greenhouse operator to learn more about how natural elements can be used in a landscape design and what natural elements are best suited to Saskatchewan.

Invite a landscape architect or greenhouse operator to speak about her/his career in detail. See Learning Objectives 8.5 for the questions that should be addressed by a career speaker. The speaker may also mention other careers related to landscaping. Have the speaker address the employability skills issue. Students may pursue further research of these topics in Module 13 Career Research.

9.4 To identify manufactured elements within a landscape design. (COM, CCT)

Define what is meant by *manufactured landscape elements* and give some examples for each. Examples should include paths, walks, steps, banks, walls, fences, patios, decks, game areas, pools, fountains, and ponds. Identify the functions of manufactured elements. Discuss suitable placements of patios, barbecues, driveways, walks, and walls in relation to dwelling floor plan, the size and shape of the lot, and the orientation of the lot.

Students may collect photos of landscape designs, identify the natural and manufactured elements, and explain why they feel that the designs are effective.

Learning Objectives

Notes

9.5 To investigate conservation ideas for landscaping a site. (CCT)

Explain what is meant by *landscape conservation*. Define *xeriscape*.

Outline some of the benefits of landscape conservation. What are some ways that landscape conservation can be achieved? Describe ways in which trees, shrubs, and plants can affect the energy efficiency of a home with respect to windbreaks, shade, and absorption and retention of heat (e.g., use of grass vs. rock).

9.6 To consider landscape planning sites.

Outline the three zones within a landscape site and discuss what part of the site each zone will include. Discuss what elements could be included within the site. Talk about zone placement with respect to Saskatchewan weather.

Analyze the landscape illustrations collected in Learning Objective 9.4 and identify the zones displayed in each case. Identify what type of family would prefer each plan.

Outline factors to consider when planning a landscape design. Discuss how maintenance and lifestyle affect a landscaping plan.

Invite a guest speaker to talk about considerations for planning a landscaping design.

If possible, obtain landscape plans from a local nursery and show the class how to read and analyze the landscape plan.

Note: Home and garden magazines often have plans too.

9.7 To examine landscape plans in relation to the elements and principles of design. (COM)

Explain how the elements and principles of design relate to landscape design. Consider the use of: colour, texture, line shape, form, proportion and scale, balance and rhythm.

Consult the *Design Studies Curriculum Guidelines*.

Learning Objectives

Notes

9.8 To identify and interpret the features of a site/plot plan. (NUM, TL)

An understanding of scale is very important. Review the concept, the use of scale, and where and how the scale is noted.

Familiarize students with symbols commonly found on site plans such as:

- lot size
- building size
- directional symbol or orientation
- location of utilities
- fences
- contour lines
- trees and shrubs
- patios and decks
- walks
- pools
- lanes
- driveways

The important features of a site/plot plan should be discussed. For example, the location of utilities and, property lines as well as land contour may limit future development.

9.9 To design and analyze a landscape design. (CCT, IL) (Optional)

Students may obtain and analyze a landscape design using the knowledge gained from the previous activities in this module.

Students may be asked to provide illustrations in an assignment, if time permits.

If time permits, students may design and develop their own landscape design and include the following information:

- property boundaries
- size and shape of the lot
- location of the residence showing windows and doors
- shape and type of dwelling
- orientation to the sun and wind
- garage and driveway
- location of sidewalks
- location of services, position of both underground and above-the-ground utilities
- location of other structures
- location of existing plant life, rocks, and other features.

Learning Objectives

Notes

The students may:

- analyze their designs by identifying the zones within the site and using design fundamentals as criteria for judging the overall design
- discuss how geographic location and climate will affect the orientation
- note the angle of the sun's rays on a dwelling in summer and winter
- discuss how sun and wind direction may influence outdoor planning
- give examples of using view to advantage and where it has not been used to advantage. Relate landscaping design to window placement to maximize enjoyment.

Discuss whether the view from large windows should be to the street or the backyard.

Module 10: Energy-Efficient Housing (Optional)

Suggested Time: 3-5 hours

Foundational Objectives

- To understand issues related to energy-efficient housing.
- To explore energy-efficient housing in Saskatchewan.

Common Essential Learnings Foundational Objectives

- To understand the dollar and environmental cost of energy-efficient housing. (NUM, TL)
- To analyze construction possibilities most suitable to Saskatchewan's climatic conditions. (CCT)

Note: Other CELs may be emphasized.

Learning Objectives	Notes
10.1 To validate the importance of energy efficiency in housing. (PSVS)	<p>Define what is meant by an <i>energy-efficient</i> home. Homes that are constructed, heated, and cooled with reduced energy demands are termed energy-efficient. The energy efficiency may vary considerably between homes that are deemed energy-efficient.</p> <p>Discuss and list reasons why it is so important to have energy-efficient homes in Saskatchewan. Topics such as: cost, comfort, ecology, fuel conservation, and climatic conditions should be discussed.</p>
10.2 To evaluate energy sources for the Saskatchewan home. (CCT, NUM)	<p>Discuss energy sources for Saskatchewan homes. Sources and fuels such as natural gas, propane, gas, electricity, hot water, fossil fuels, wood and coal should be discussed. Students may suggest alternative fuel sources used in some parts of the country or the world such as hydroelectric power, solar power, geothermal energy, etc. These topics may be studied in more detail in <i>Science 10</i> and <i>Physics or Chemistry</i>. Please consult with your science teacher.</p> <p>Identify the sources of energy for home heating used in Saskatchewan and why they are used today.</p> <ul style="list-style-type: none">• Homes can be heated conventionally with natural gas, electricity, or wood. Conventional heating should be discussed in terms of economic and environmental costs.• Students could research unconventional heat sources (e.g., solar, ground heat, ground water, wind generation, straw, heat pumps, etc). <p>Outline the factors to consider when judging new or existing homes for energy efficiency. Ideas to explore include:</p> <ul style="list-style-type: none">• ceiling height• entry ways with storm doors• porches• air lock• closets on the coldest side of the house• exposure or orientation of the house on the lot for wind control and exposure to sunlight• frequently used rooms grouped together in the same part of the house• type of glass used in windows and patio doors

Learning Objectives

Note

- location of largest windows
- insulation (quality and amount)
- style of furnace and fireplaces
- thermostat control
- storm windows.

Consider housing styles

- shape of the home (square, L shape, T shape)
- use of sunrooms or skylights
- number of storeys
- window shutters
- colour of the roof and size of the roof
- amount of roof overhang to west and south.

Explain how each of these can affect the energy efficiency of the home.

Review other factors that affect the energy consumption of the home, such as site orientation and landscaping, land and structure, (see previous modules in this course).

Discuss earth-sheltered homes. A field trip to a home under construction or the most energy-efficient home in the community should be considered. Sometimes it is possible to see several homes at various stages of construction, allowing students to see the progression and techniques that may not be visible in a home close to completion. Discuss features, such as the placement of windows, window design, insulation, heating and cooling systems, construction to minimize air intrusion, and air exchange.

If *Construction, Carpentry* is being offered in your school, consult and collaborate with that teacher.

10.3 To demonstrate knowledge of possible energy-saving construction techniques. (NUM, TL)

Discuss R-2000 homes in relation to energy efficiency. How are R-2000 building standards different from homes built to regular building standards today? How are R-2000 regulations used in Saskatchewan? Invite a contractor to the class to address these questions. Ask students to research R-2000 standards and how these standards may be beneficial in Saskatchewan considering the climate. The construction sector is working on R-2020 criteria. Investigate these.

Learning Objectives

Notes

10.4 To discuss passive and active energy sources and management for home heating. (TL)

Define *active* and *passive solar systems* and provide illustrated examples for each. Consult with your science teacher.

Passive management systems do not involve any additional technology to control energy management. Active systems include controls that open or close blinds, turn on pumps, etc.

Collect newspaper and magazine articles about passive and active solar homes.

Explain how active and passive solar heating systems work.

List the advantages and disadvantages of using each of these systems in Saskatchewan.

If possible, invite a guest speaker to talk about new developments in the use of active and passive solar heating systems in the province. The speaker may also discuss his/her career with the class.

10.5 To examine the value of retrofitting a home for increased energy efficiency.

Define what is meant by retrofitting a home. Through classroom discussion, students may suggest ways to make an existing home more energy efficient. Discuss the financial advantages of building or remodeling homes in an energy-efficient manner. (NUM)

Explain the function of: insulation, vapour barrier, ventilation, heat exchanger, weather stripping, caulking, storm doors, low E windows, programmable thermostats, the use of plastic, styrofoam, and tinfoil on windows.

Students may examine their own homes, school, or classroom to determine ways to make them more energy efficient.

Students may consider the use of energy-efficient appliances in the home. Students may calculate the savings over 20 years of certain makes or models of furnaces, fireplace inserts, washing machines, refrigerators, stoves, etc.

Students could report on the relative costs of heating with oil, natural gas, or electricity in their community.

10.6 To explore the concepts of sufficient or sustainable housing.

Discuss ideas like:

- exercising stewardship of resources
- conserving earth resources
- living independently or communally
- reducing consumer demands
- recycling and using recycled materials
- living lighter
- living in smaller spaces.

Module 11: Housing of the Future (Optional)

Suggested Time: 3-5 hours

Foundational Objectives

- To develop an understanding of how housing knowledge is created, evaluated, refined and changed with changing social conditions and new technology.
- To promote both intuitive, imaginative thought and the ability to evaluate ideas, processes, and experiences related to housing.
- To create an awareness of the careers and opportunities in the field of housing that exist in Saskatchewan and other provinces.

Common Essential Learnings Foundational Objectives

- To speculate about and discuss the impacts of technology, global warming, societal changes, and changing family demographics on future housing design. (CCT, NUM, PSVS, TL)
- To discuss influences that will impact on housing design in the future. (CCT, TL)

Note: Other CELs may be emphasized.

Learning Objectives	Notes
11.1 To consider the effect of social conditions on housing in the future. (CCT, PSVS)	<p>Housing will change with social conditions. List changing social conditions that will affect housing:</p> <ul style="list-style-type: none">• mobility--a commuting society of people with multiple vehicles in one family• population changes--increase in number• urban sprawl--migration from rural to urban• changes in the family structure--movement from nuclear family to extended family• changing life styles--smaller family size therefore more entertainment in the home in order to socialize with more people• aging baby boomer population--more aged people being cared for in the home• changes in health care--more people recovering and being cared for in the home• longevity--people living longer and increasing population• concern for the environment with land use, energy, pollution• ghetto by demographics or full cycle neighbourhoods• cost of living--increasing and limiting resources• unemployment--changes in the labour market have resulted in more contract and part-time work. This is producing a less stable income for the family. <p>How will housing change to address the changing social conditions? In discussion groups, students may brainstorm examples of housing changes in response to each social condition listed above. What are some of the most recent changes that they have seen to address some of these conditions?</p> <p>Housing must address the ever-changing lifestyles and above all the needs of its inhabitants. Housing needs to be well planned to adapt to the changing social needs if it is to remain functional.</p>

Learning Objectives

Notes

Optional: Investigate new ideas for the future:

- planned communities, a theory of architect James W. Rouse or Paolo Soleri
- the Millennium City concept of Hermann J. Fraunhofer
- Biosphere 2, a city under glass, a concept testing life support systems of future space colonies
- the use of earth-sheltered housing (building whole communities underground)
- the use of sea-going living quarters (the use of houseboats or condominiums on water).

11.2 To examine the use of technology and how it may impact on housing in the future. (TL, NUM)

Housing will change with the development of new designs, materials, and building techniques. Invite a contractor to the class to discuss new advancements in building materials, tools, construction techniques, and design of buildings. The speaker should speak about her/his career in construction. What employability skills are important? Refer to Learning Objective 12.8 for career topics to be discussed.

Examine the use of technology as it exists in homes today. Try to predict how the use of technology affects the home:

- to design buildings
- to control energy and water consumption
- to construct buildings
- to ensure safety
- to utilize space.

Refer to resources in Learning Objective 1.8. Students may research new resources used to build homes today and how they have changed housing.

Investigate ways of recycling water by using charcoal filters and ways to remove bacteria and chemicals.

11.3 To predict housing of the future given a specific case study.

The student will design a futuristic home for a family thirty years from now.

Module 12: Building a House (Optional)

Written by Clark Bymoen, Aberdeen Composite High School

Consult the *Construction, Carpentry Curriculum Guidelines* or collaborate with the construction teacher if there is one in your school or school division.

Suggested Time: 10-15 hours

Foundational Objectives

- To understand different methods and the stages of house construction.
- To become familiar with the different occupations (trades) involved in building a house.

Common Essential Learnings Foundational Objectives

- To appreciate what is necessary to construct a house. (CCT)
- To identify careers that are necessary in the construction of a new house. (IL, TL)

Note: Other CELs may be emphasized.

Learning Objectives	Notes
12.1 To understand different ways to build a house.	<p>Identify the ways of building a house and list the advantages and disadvantages for each.</p> <ul style="list-style-type: none">• general contractor• sub-trading• building it yourself• community building (Hutterites, Habitat for Humanity) <p>A poster with a scale “weighing” the pros and cons could be used.</p>
12.2 To gain an understanding of the responsibilities of a general contractor and owner. (TL)	<p>Students may brainstorm to determine the responsibility for a general contractor and the owner.</p> <ul style="list-style-type: none">• obtain a lot• obtain permits• organize trades• contact inspectors• supervise construction warranty work• make final inspection• assist in choosing lights, carpet, etc.• control costs <p>Cards with each of the tasks written on them could be distributed to the students in random order. Cards with other tasks not done by the general contractor might be included. Students could then try to sort the cards into two piles, explaining why each could or could not be done by the general contractor.</p> <p>Discuss the importance of communication between owner and builders.</p>

Learning Objectives	Notes
12.3 To understand how allowances work, as well as what purpose they serve. (NUM)	Students may research what different aspects of a home would add cost (flooring, lights, etc.) and then set up an allowance structure.
12.4 To understand what is involved in the final inspection of a house. (CCT)	Students may create a checklist of criteria for inspecting or evaluating a building. A mock inspection of the school could be performed.
12.5 To understand how warranties apply to new houses.	Students may research warranties for home construction and other items such as cars and make a comparison list.
12.6 To understand the meaning of sub-trading.	Students may consult the yellow pages to identify the many different types of sub-trades. What are the career pathways?
12.7 To understand the process each sub-trade performs and the results each sub-trade produces. (IL,TL)	<p>Students may select a specific sub-trade and research the role of the sub-trade. Students may do an oral presentation on their findings.</p> <p>Students may create a concept web that identifies the specific duties of sub-trades.</p> <p>Guest speakers from the different trades could visit the classroom or students could visit them at a worksite, if possible. Focus on:</p> <ul style="list-style-type: none"> • blueprints • basements • flooring • framing • electrical • plumbing • installation of natural gas • insulating • drywall • doors and windows (exterior) • painting • soffits/fascia • roofing • exterior • finishing carpentry.
12.8 To develop a knowledge of what trades are involved in the construction of a house.	This objective overlaps with Module 13. Teachers may wish to teach them concurrently so that students are aware of what trades are involved as well as their job description. Career development opportunities are possible.

Module 13: Career Opportunities in Housing (Core)

Suggested Time: 2-5 hours

Foundational Objectives

- To become aware of the careers and opportunities in the field of housing that exist in Saskatchewan and other provinces.
- To become aware of the post-secondary programs offered in the province that are related to the field of housing.

Common Essential Learnings Foundational Objectives

- To identify personal interests and aptitudes in order to initiate career exploration. (IL, PSVS)
- To evaluate ideas related to career choices. (CCT)
- To develop technological skills to access career information. (TL, IL)

Learning Objectives	Notes
13.1 To develop a list of career opportunities related to the field of housing. (COM, IL)	<p>Students may list the many different career opportunities in the professional, semi-professional, and skilled trade areas related to the field of housing. They should begin by listing all of the guest speakers who have made presentations throughout the course, then list workers within the field of housing in the community. Students are encouraged to use a variety of sources of information such as guidance counsellors, career software packages, personal interviews, and websites.</p> <p>Note: this section may be deemed optional as the Construction, Life Transitions, or Work Experience teachers may cover this material in their courses. (TL)</p> <ul style="list-style-type: none">• Mason• Roofer• Framer• Finishing Carpenter• Floor Installer• Electrician• Plumber• Cabinet Maker• Exterior Finisher• Landscaper• Draftsperson• Interior Designer• Architect• Drywaller• Painter• Sheet Metal Specialist
13.2 To identify personal skills and interests that may lead to a career exploration.	<p>Ask each student to create an inventory of favourite activities and interests. Have students examine their lists to determine how these activities and interests might be job related. This task of creating an interest inventory may be done using a variety of computer program software packages. Once students have determined areas of interest related to housing, they should research the career using available resources in the library, community or internet. (PSVS)</p>
Learning Objectives	Notes

13.3 To determine skills and interests that would enhance career choices. (CCT)

Using the list created, students may select two choices of possible careers for further research. Investigate the career choices including: the description of work duties; what personal qualities an individual must possess to succeed in the career; process to become certified within the career/trade; length of education and training; school locations; cost of education and up-grading; trends within the business or career; the best and worst parts of the job; beginning salary; and, opportunities for advancement.

If a work study will be done, the student may investigate career links within the community for possible work study placement. The student may interview the professional/tradesperson within the community as part of the career research.

A class presentation may be done by students, if time permits.

Module 14: Work Study Preparation and Follow-up Activities (Optional)

Suggested Time: 5-8 hours

Foundational Objectives

- To develop workplace skills that may lead to successful employment.
- To recognize how the work skills developed in the classroom will be used to meet workplace expectations.

Common Essential Learnings Foundational Objectives

- To be aware of the role partnerships play in a work study situation. (COM)
- To use a wide range of language experiences; listening, speaking, writing, and reading that are required in the workplace. (COM)
- To gain an understanding of personal and moral issues in the workplace. (PSVS)

Note: Other CELs may be emphasized.

Learning Objectives	Notes
14.1 To be aware of the expectations of each of the partners in the work study component.	In order to establish a successful working relationship with all of the partners involved in the workplace, it is important to define the expectations of each partner. For a list of roles and responsibilities of the business, personnel, manager, teacher monitor, school, parent, and student, see the Work Study Guidelines for the Practical and Applied Arts included in the <i>Practical and Applied Arts Handbook</i> .
14.2 To determine factors that would affect student contribution in the workplace. (CCT)	Brainstorm a list, then verify it through experience. The list may include previous work experience, volunteer work, teamwork activities, and extra-curricular participation within the school.
14.3 To build good communication skills for the workplace. (COM, PSVS)	Discuss verbal and non-verbal communication. List some ways in which negative non-verbal communication may be displayed. Encourage students to role play ways of demonstrating effective techniques of verbal communication on the job when: giving or receiving instructions and resolving conflict. Use case studies, and divide the students into groups to role play how the effective use of communication may be used to resolve conflict on the job.

Learning Objectives

Notes

14.4 To develop a résumé that may be forwarded to a potential employer. (CCT, COM)

The student will develop a résumé using the correct format. The résumé may be used to introduce the student to the employer of a work place site prior to an interview.

The résumé: Teachers are encouraged to work with other staff members to ensure résumé preparation is covered. See the *English Language Arts 20 and A30, Information Processing 10, 20, 30, and Work Experience 20* curricula.

Students should save the résumé on a computer disk and update it during the course as changes are made and references added.

14.5 To determine student guidelines in preparation for an interview. (COM)

Through class or small group discussions, students may list guidelines for an interview. The instructor may add missing items to the list.

Outline and describe the three stages of an interview. Point out to the students at what stage of the interview each of their guidelines previously discussed will be used.

The **greeting** involves an introduction between the student and employer. Discuss or demonstrate how this should be done.

The **exchange** is the longest part of the interview where the employer asks a series of questions and engages in a dialogue with the student about information on the résumé and other matters relating to the job.

The **parting** provides closure to the interview and may be just as important as the greeting. Explain how this can be done.

Provide the students with a list of questions frequently asked by employers or ask students to make a list. Students may role play the stages of the interview.

Learning Objectives

Notes

14.6 To develop procedural guidelines for the work study experience:

- a) Transportation
- b) Absence and tardiness
- c) Problems on the work site
- d) Teacher-student-supervisor relationships
- e) Evaluation criteria
- f) Expected hours of work.

Discuss with the student the issues in 14.5 prior to student placement.

Clarify the following in your post interview with the students. This may be done by asking students to respond to the points listed below (an assignment or during an interview):

- a) expected hours of work
- b) dress code
- c) job description
- d) school expectations
- e) employer expectations
- f) role of monitor
- g) goal definition

Using case studies, have students role play problems that arise in a workplace setting. Discuss possible solutions.

Note: look for opportunities to introduce and reinforce ideas about Labour Standards, Occupational Health and Safety, and WHMIS. Use the *Work Experience Education Guidelines* and the Saskatchewan Labour website, and other recommended resources.

Module 15: Work Study (Optional)

Suggested Time: 25 – 50 hours

Foundational Objectives

- To be aware of the careers and opportunities in the field of housing that exist in Saskatchewan and other provinces.
- To integrate classroom learning with work-related learning.
- To increase awareness of employability skills as they relate to the work environment.

Common Essential Learnings Foundational Objectives

- To engage in a work study experience and develop entry level workplace skills that may lead to sustainable employment. (PSVS)
- To expand career research beyond the classroom setting. (IL)

For more information about implementing work study in schools see the Work Study Guidelines for the Practical and Applied Arts included in the *Practical and Applied Arts Handbook*. Teachers need to use or design appropriate learning objectives for this module; for instance, to demonstrate ability to follow a “Training Plan”.

Note: Consult the renewed/new *Career, Work Exploration Curriculum Guidelines* and the Department of Labour for content about Labour Standards, Occupational Health and Safety, and WHMIS. Add more depth if you offer several work studies during grade 11 or 12 in a course series.

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Appendix A: Recordkeeping Sheet

Student Name _____

Student Number _____

Module Code	Module	Date	Teacher Initial
HOUS01	Module 1: Housing Needs C		
HOUS02	Module 2: Historic Influences on Architectural Styles O		
HOUS03	Module 3: Choosing a Residential Location O		
HOUS04	Module 4: Community Planning and Development O		
HOUS05	Module 5: Housing Exteriors O		
HOUS06	Module 6: Interpreting and Evaluating Housing Plans O		
HOUS07	Module 7: Rental Property C		
HOUS08	Module 8: Making a Housing Purchase O		
HOUS09	Module 9: Residential Landscaping O		
HOUS10	Module 10: Energy Efficient Housing O		
HOUS11	Module 11: Housing of the Future O		
HOUS12	Module 12: Building a House O		
HOUS13	Module 13: Career Opportunities in Housing C		
HOUS14	Module 14: Work Study Preparation and Follow-up Activities O		
HOUS15	Module 15: Work Study Module O		

C = core module

O = optional module

* = refers to modules required for post-secondary articulation/recognition

It is recommended that this document be printed on school letterhead.