

## Grade 11 Environmental Design

Full Credit

Teacher: Mrs. Reimer

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- This course focuses on the development of skills, terms, and knowledge in the field of housing and interior design.
- The principles and elements of design form the foundation of the course through the application of designing living spaces.
- Students will identify social justice (ex. ways to benefit our community), sustainability, consumer decisions, and housing security issues within the built environment, and demonstrate the ability to meet the needs of individuals, families, and communities.

This course is arranged into a series of goals:

- Understanding of environmental design
- Principles and elements of design
- Evolution of environmental design
- Cultural environmental design
- Learning the design process
- Exploring social justice as it relates to environmental design.
- Sustainable environmental design trends and challenges.
- Making informed and responsible consumer decisions related to environmental design.
- Housing security
- Living spaces
- Environmental design throughout the lifespan.

**Grading will be based on the following:**

**Formative Assessment (Knowledge & Understanding): (60%)**

- Assignments
- Quizzes
- Observations
- Discussions
- Homework

**Summative Assessment (Application): (40%)**

- Mid-Semester Project
- Final Project

**Creating the Grade**

- Grades will be based only on the demonstration of an individual student's knowledge and skills of the outcomes for each course.
- Only items marked by the teacher will determine a student's grade.
- Grades are based on individual student achievement, not group achievement.
- When determining a grade, the teacher will decide whether there is sufficient evidence of achievement. If not, the mark can be reported as an "IN" (incomplete). Teachers will determine with students and parents/guardians a plan for completion of work.

**Establish, communicate, and apply consequences for late and missing work.**

Students must understand that there will be consequences for not completing assignments that provide evidence of learning or for submitting those assignments late. If, after establishing and clearly communicating expectations regarding assignments, setting and communicating timelines for assignments, and supporting student learning using the strategies provided above, student work is still late or missing; teachers will apply the following strategies:

- Confer with the student and, where appropriate, with the student's parent/guardians about the reasons for completing the assignment, and consider the legitimacy of reasons;
- Develop an agreement with the student to complete the work;

If, after completing the steps above, the student does not hand in the assessment by the agreed upon deadline, a zero may be used as a mark as the student has not demonstrated any knowledge or skill of the outcome.

The consequence for not completing work is to complete the work. Late works will not be subtracted from an assignment as it is purely punitive and doesn't measure learning. The assignment will either be completed or given a zero.

The fully policy is available on the SCI website under "Student Handbook".

### **Class Expectations**

- Be on time and prepared to learn. You must bring your own supplies (pen and paper). Enough notice will be given if students require extra materials.
- Please respect everyone.
- Be responsible for your own learning.
- Remember to regularly wash your hands and wear a mask if social distancing is not possible. Stay home if you're feeling sick.
- Stay in your assigned seat.
- Electronic devices must be kept away during class, unless you have permission.
- No food, candy, or gum are allowed during class time. Students are encouraged to bring re-usable water bottles.

