**Lesson plan**

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| **Lesson Title (concept)** | Housing Needs |
| **Instructor** | Miss Emily Hahn |
| **Suggested grade level/course** | Independent Living, Housing  High School  Grades 11-12 |
| **Time suggested** | 90 minutes (one block) |
| **National Standards addressed:**   * State the entire objective, not just the number   **State and/or local standards addressed:**   * State the entire objective, not just the number | **Area of Study 2.0**  **Consumer and Family Resources**  **Comprehensive Standard** Evaluate management practices related to the human, economic, and environmental resources.  **2.6 Demonstrate management of financial resources to meet the goals of individuals and families across the life span.**  2.6.1 Evaluate the need for personal and family financial planning.  2.6.2 Apply management principles to individual and family financial practices.  **Area of Study 11.0**  **Housing and Interior Design**  **Comprehensive Standard** Integrate knowledge, skills, and practices required for careers in housing and interior design.  **11.2 Evaluate housing and design concepts and theories, including green design, in relation to available resources and options.**  11.2.1 Evaluate the use of elements and principles of design in housing and commercial and residential interiors.  11.2.2 Analyze the psychological impact that the principles and elements of design have on the individual.  11.2.3 Analyze the effects that the principles and elements of design have on aesthetics and function. |
| **Rationale for the lesson:**   * Where does it fit into the unit plan? * Why are you choosing this activity/strategies? * How will you plan for differentiation? | On this day of my unit plan, my students will be using their budgeting knowledge to find an apartment they could potentially live in. Their apartment must fit within their budget that they found on the previous day of class. Nobody can rent, lease, or buy anything without knowing their available resources. Today’s lesson will challenge to think more critically about their wants versus needs and how to obtain those things that may not be needed.  I have chosen these strategies because it incorporates various styles of teaching as well as allowing the students to come to their own conclusions. The apartment search worksheet is formatted to help the students see the relevance to their lives. Many of them will be moving out and going on to college, moving out for a job and/or significant other, etc. This activity will allow them to see what’s out there before having to make any “real-life” decisions.  Students requiring accommodations for this assignment will be given extra time to work on their apartment search. Since this assignment leads into the next day of class, they will be allowed to take it home to complete the work. However, they should have plenty of time and resources to complete it. In addition, constant monitoring and checks for understanding should help with any challenges. Another option would be to give them one specific resource, which should cut time from their assignment completion. Lastly, should writing be difficult, the student may type their apartment summary. |
| **Content objective:**   * What will students know and be able to do at the end of the lesson? * Is the information or concept new to the students? | By the end of class today, the students will be able to discuss the needs that housing can potentially meet in addition to finding their own apartment within their budget.  These students all have varying living situations, however, the majority of them aren’t paying anything towards that. The concept of a house, apartment, condo, etc. is certainly not new to them, however, budgeting for and finding an apartment within that budget will be a new challenge. Most of these students have probably never thought about a floor plan or the funding and resources that are necessary to make a house into a home, no matter what their living situation. I will be very interested to see what their feelings are on the topic during discussion. |
| **Assessment:**   * How will you know students can do the above? | The assessment for this lesson will be an assignment in which they will have to research an apartment for themselves. The assignment questions what they learned during the first two days of the unit. This will, again, require use of math and budgeting skills. The work they turn in will also show me what they learned. Lastly, the assessment requires that they explain their work, which will be different for each student. |
| **Procedure/activities**   1. Intro Discussion: Why is it beneficial to have a roof over our heads? Bring back to “this is why we need to budget for living expenses” (10 minute discussion) 2. Introduce apartment search assignment (5-10 minutes). 3. Demonstration: Run through demo of an apartment website and my expectations for them (10 minutes) 4. Assessment/Activity: Apartment search assignment (40-45 minutes) 5. Wrap up Discussion: Discuss interests, surprises, etc (10 minutes) 6. Brainstorm: Brainstorm apartment needs with any time left | |
| References and resources | [www.barkerapartments.com](http://www.barkerapartments.com)  [www.qctimes.com](http://www.qctimes.com)  [www.apartmentguide.com](http://www.apartmentguide.com)  [www.homestore.com](http://www.homestore.com) |

Include attachments of any handouts, assessments, and/or powerpoints, etc.