**Lesson plan**

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| **Lesson Title (concept)** | Housing Basics |
| **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 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? | The unit is focused on budgeting for an independent living situation of the student’s creation. At this point in the unit, they have already created a budget and have found an apartment. With that content knowledge and experience, they will be able to start focusing their attention on the next step, floor plans and furnishing their apartment.  This day of the unit will be meant to teach the students that living expenses extend much further than solely the cost of rent. The following day will be spent working with a program to design their apartment floor plan, which needs to be previewed with practice and visual representation.  I would address differentiation in multiple ways for this project. Another student or myself can take notes that need to be taken during the homestyler demonstration for a student that may require an adjustment in their learning. Notes would normally be printed, but the cheat sheet would vary per student. Video tutorials are also available on the website for any student that may want to make use of them. In addition, larger graph paper, and a time extension can be given for the informal assessment. |
| **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 explain the purpose of a floor plan, which will carry over into the assessment for the day as well as the formal, end-of-unit assessment.  By the end of class today, the students will be able to evaluate personal and general needs for apartment living within a budget.  Today’s lesson will be focused around the unit assessment. By the end of class, they will be able to physically sketch a mock floor plan to be used as their guide on the following days.  Many of my students live in a house or apartment of some sort. While they are most likely not the individuals paying rent, this information should be building upon their schemas of living situations.  The concept of floor plans will be new to these students as well. My essential question, while it should get some correct answers, will be expanded upon with a brief discussion. I anticipate discussion that incorporates what they know about the floor plan at their own home. |
| **Assessment:**   * How will you know students can do the above? | Today’s class will incorporate a very informal assessment, which will be used as practice before they officially start the assessment on the next day. I will know that they have knowledge of what they learned when I check their progress of their mock floor plans. Having them complete a practice floor plan will show me that they have grasped the basic idea behind a floor plan and have started thinking about their final project. They will only be graded on completion and effort for this assessment.  In addition, participation in discussion and answers given to questions will help me to identify understanding of the content. |
| **Procedure/activities**   1. **Introduction/Bell Ringer:** Discuss basic apartment needs (10 minutes)   What things might you need when living on your own in an apartment setting?  What is needed vs. wanted?  What types of needs would we have? Think outside of the box.  \*This will be completed on the smart board. It can also be done on a white board and students should lead this discussion the most.   1. **Essential Question 🡪 Discussion:** What is a floor plan? What purpose would it serve? What is included in a floor plan? (10 minutes) 2. **Assessment Introduction**: Introduce homestyler assessment and rubric (30 minutes)  * Explain that each student will need to create an account to be able to use the program and save his or her work. * Pass out assessment directions and rubric to follow along with  1. **In-Class Practice and Note Taking:** Class practice with home styler program (15 minutes)   \*Purpose of class practice is to familiarize the students with the program that they will be using in the following days.  \*They will be asked to take notes at this time to be used as their personal “cheat sheet”   1. **Informal Assessment/Class Activity**: Rough sketch in class of floor plan-practice (rest of class time)   \*Allows student to practice by hand, jot down ideas, get the creative juices flowing. Grade will be based on effort and completion, not on content.    **Materials needed:**  Graph paper  White board and markers  Assessment  Rubric   1. **Class Wrap-Up:** (Last 2-3 minutes)   \*Meet in computer lab tomorrow, final comments | |
| References and resources | Resources:  [www.homestyler.com](http://www.homestyler.com)  [www.homestyler.com](http://www.homestyler.com): video tutorials |

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