**Lesson plan**

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| **Lesson Title (concept)** | Traffic Patterns and Housing Zones |
| **Instructor** | Emily Maharry |
| **Suggested grade level/course** | High School (9-12) |
| **Time suggested** | 45 minutes |
| **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
 | National Standards:11.4.2 Evaluate floor plans for efficiency and safety in areas including but not limited to zones, traffic patterns, storage, and electrical~~,~~ and mechanical systems. |
| **Rationale for the lesson:*** Where does it fit into the unit plan?
* Why are you choosing these activity/strategies?
* How will you plan for differentiation?
 | Traffic patterns and housing zones fit directly into effective floor planning and will make students think about housing from a more critical viewpoint. I am showing a power point to convey the big ideas to students. I will have them complete a worksheet following the power point to assess their understanding of the topics. We will have a discussion and time for questions at the end of class in order to assure all students feel comfortable with the material. I can print the power point slides out to accommodate students with special needs.  |
| **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?
 | - Distinguish between needs and wants within the home -Identify the traffic patterns and zones and understand their importance |
| **Assessment:*** How will you know students can do the above?
 | By the end of this lesson, the student should be able to effectively place rooms within a home on Homestyler. They should consider traffic patterns, housing zones, and universal design. |
| **Procedure/activities*** PowerPoint presentation about traffic patterns and zones within the home (Please see attached file)
* Students should take notes throughout the presentation
* Students will receive a worksheet (Please see attached file)
* Students can work on the worksheet individually or with one other person
* Correct the worksheet as a class
* Have students check their own worksheets so they can make changes as necessary
* Leave a few minutes at the end of class for any questions students may have
* If this does not take the entire class time, students will be able to continue to work on their floor plans from day 1 if they have not yet completed them
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| References and resources | <http://www.uen.org/Lessonplan/preview.cgi?LPid=5752><http://www.uen.org/Lessonplan/preview.cgi?LPid=5753> |

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