**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 | |
| 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.