**Lesson plan**

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| **Lesson Title (concept)** | Classify neighborhood features  |
| **Instructor** | Jo Littleton |
| **Suggested grade level/course** | 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 addressed:**11.6 Evaluate client’s needs, goals, and resources in creating design plans for housing, furnishings, and residential and commercial interiors. |
| **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?
 | * Location is an important aspect of housing. Students need to be able to compare different features of various neighborhoods.
* This subject could seem too easy for the students, so I wanted to try the inductive strategy to make it more interesting.
* Students will be in pairs or groups, so hopefully everyone in the group will be able to participate.
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| **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?
 | * Students will be able to list and categorize different features of neighborhoods
* This concept isn’t new to students, but I doubt they’ve ever analyzed what types of neighborhoods are available
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| **Assessment:*** How will you know students can do the above?
 | * I will observe the groups’ interaction
* Groups will report to the class on their categories
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| **Procedure/activities**1. Split students into groups of 3-4
2. Hand out lists of the neighborhood features
3. Groups divide the features into at least 4 different categories
4. Groups share their categories
5. Discuss what other features there might be for neighborhoods and which features are important at different stages of their lives.
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| References and resources | Each group gets a cutup set of the neighborhood features |

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