

# Merced County ROP: Standards-Based Lesson Plan

## LESSON PLAN MISCELLANEOUS INFORMATION:

Course Name	Teacher Designer	Time Allocation
Careers in Interior Design	Ellen Foster	90-109 min

Lesson Title	Unit Title and Number
Class Goals Lesson Plan	I.B. 1-3 Course Introduction

## CONTENT AND ACADEMIC STANDARDS

Content Standard(s) from Visual and Performing Arts Standards, Proficient and Advanced	N/A
Content Standard(s) from Home Economics Interior Design, Furnishings, and Maintenance Frameworks	N/A
English Academic Standard(s)	Grades 9-10 Listening & Speaking 1.7
Math Academic Standard(s)	N/A

## LESSON PLAN COMPETENCIES (FROM COURSE OUTLINE)

<ol style="list-style-type: none"> <li>1. Discuss and analyze the importance of the course goals.</li> <li>2. Practice group dynamics, teamwork, and leadership goals.</li> <li>3. Demonstrate the expected classroom group presentation process.</li> </ol>
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## LESSON PLAN OBJECTIVES (SUB LEARNING GOALS)

<ol style="list-style-type: none"> <li>1. Students will learn group dynamics, teamwork and leadership skills.</li> <li>2. Students will discuss and analyze the course goals.</li> <li>3. Students will learn, identify, understand and explain the importance of the course goals.</li> <li>4. Students will become familiar with the group presentations process.</li> </ol>
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## INSTRUCTIONAL MATERIALS REQUIREMENTS

Teacher Needs	<ol style="list-style-type: none"> <li>1. Course Outline – Copy for each student and laminate each of the goals.</li> <li>2. PowerPoint presentation of course goals.</li> <li>3. Rubric for group evaluations.</li> </ol>
Student Needs:	<ol style="list-style-type: none"> <li>1. Pencil or pen</li> <li>2. Paper</li> <li>3. Copy of course outline</li> </ol>

### ESSENTIAL QUESTIONS FOR THE LESSON: Resource Available

	<ol style="list-style-type: none"> <li>1. Of the goals of the ROP Interior Design course outline, how would these goals help you as an Interior Designer and as an eventual homeowner?</li> <li>2. How are these goals important to you as a consumer?</li> </ol>
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### FOUR-STEP LESSON PLAN: Describe the lesson in detail: Resource Available

Introduction	<ol style="list-style-type: none"> <li>I. Ask students, “If you were to spend \$200,000.00 on one item would you be comfortable making a decision with your eyes blindfolded?”             <ol style="list-style-type: none"> <li>A. Discuss their reactions to the question.</li> <li>B. Lead them to determine that is what they would be doing if they didn’t learn the skills offered in the Interior Design class.</li> </ol> </li> <li>II. Tell students that we will take a look at the course goals and together we will determine why they are important to them.</li> </ol>
Presentation	<ol style="list-style-type: none"> <li>I. Hand out course outline to each student.</li> <li>II. Give PowerPoint presentation to introduce the course goals.             <ol style="list-style-type: none"> <li>A. Basic explanation of each goal.</li> <li>B. Explanation of group presentation rubrics.                 <ol style="list-style-type: none"> <li>1. Students will fill out a rubric as an example so they will be familiar with the rubric process and how we will assess the groups.</li> </ol> </li> </ol> </li> </ol>

<b>FOUR-STEP LESSON PLAN - continued</b>	
	<ol style="list-style-type: none"> <li>I. Divide students into groups.</li> <li>II. Have each goal on separate pieces of paper (laminated) and divide goals equally to each group.</li> <li>III. Have students discuss why these goals would be important to them as potential Interior Designers and eventual homeowners.               <ol style="list-style-type: none"> <li>A. Each group will pick a team leader, writer, timekeeper and a keep out team on track person.</li> <li>B. I will assist each group and answer questions as they arise.</li> <li>C. The groups will have 30 minutes to determine the importance of each assigned goal and why it is important while the team “writer” records the information.</li> <li>D. The groups will have 10 minutes to decide how they are going to make their group presentation. Each student must participate in the presentation.</li> </ol> </li> </ol>
<b>Testing and Assessment</b>	<ol style="list-style-type: none"> <li>1. Students will only be expected to <u>begin to have a basic understanding</u> of the importance of the course outline goals. This lesson is geared to stimulate their interest and desire to learn and attain the goals of the Interior Design course. This will also give them some ownership for their learning.</li> <li>2. A rubric will be used to evaluate the information and presentation of each group. Students from the other groups will fill out the rubrics for the presenting group. I will also fill out a rubric for each group presentation.</li> <li>3. One rubric for each group with all the names of the students in each group. Copies will be made for each group member for their binders.</li> <li>4. Each group will turn in their notes to instructor for additional group points.</li> </ol>

**INSTRUCTIONAL STRATEGIES:** Resource Available

Learning Modalities	Auditory, Visual and Kinesthetic
Bloom’s Taxonomy	Knowledge & Comprehension
Six A’s	All six – authenticity, academic rigor, applied learning, active exploration, adult connection, assessment.

**HOMEWORK ASSIGNMENTS OR EXTRA CREDIT**

None
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