Middle-level CTE Learning Experience Title: Design Your Own Bedroom; Floor Plan Revisions Educator: Nancy Amory, Churchville-Chili CSD Length of Lesson: 6 days (60 minute periods) Grade Level: 7-8	CTE Area: Family and Consumer Sciences CTE Theme: Health, Safety, and Wellness CTE Content: Environmental Design and Management Date Created: April 15, 2019

PLANNING	
Curriculum Goal	Students develop floor plans for a space, such as a bedroom, living room, or family room. Once the floor plans are complete, provide the groups with a scenario describing the family who will use the room. In each scenario, include family members who would need special considerations in floor planning (e.g., a toddler, a person using a walker or wheelchair, a person with limited vision, etc.) Students evaluate the original floor plans for safety and make recommendations for adjustments based on the scenario.
Essential Question(s)	What knowledge and skills are needed for individuals to consistently promote and practice safe and healthy behaviors that encourage wellness in home, school, workplace, and community setting? What knowledge and skills are necessary for designing and managing living spaces to ensure safety, conserve resources, and achieve personal expression?
National Standards	Common Career Technical Core Standards Career Ready Practices https://www.careertech.org/career-ready-practices 2. Apply appropriate and academic and technical skills 3. Attend to personal health and financial well-being 5. Consider environmental, social, and economic impacts of decisions 6. Demonstrate creativity and innovation 8. Utilize critical thinking to make sense of problems and persevere in solving them 10. Plan education and career paths aligned to personal goals 11. National Family and Consumer Sciences Standards https://www.nasafacs.org/national-standards-and-competencies.html 2.0 Consumer and Family Resources Evaluate management practices related to the human, economic, and environmental resources in a global context 11.0 Housing and Interior Design Integrate knowledge, skills, and practices required for careers in housing and interior design 11.1 Analyze career paths within the housing, interior design, and furnishings industry 11.2 Evaluate housing and design theories and concepts, including sustainability and universal design, in relation to available resources and options 11.3 Apply interior design knowledge, skills, and processes to meet specific design needs

NYS Standards	New York State Career Development and Occupational Studies (CDOS) Standards Intermediate Level http://www.p12.nysed.gov/cte/ Standard 1: Career Development Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions Standard 2: Integrated Learning Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings Standards 3a: Universal Foundation Skills Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace NYS Learning Standards for Family and Consumer Sciences Intermediate Level Standard 2: Safe and Healthy Environment Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment Standard 3: Resource Management Students will understand and can manage their personal and community resources
Learning Objectives	Health, Safety, and Wellness 3. Personal Safety Students will a) Explain how consistently practicing safe behaviors reduces the potential for, incidence of, and severity of injuries d) Explain how an orderly environment promotes reduction of accidents and injury 5. Social-Emotional Learning Students will a) Discuss how personal habits, environment, and heredity affect social-emotional health Environmental Design and Management 1. Healthy, Safe, Sustainable Living Spaces Students will: a) Recognize that family, school, work, and community settings are all part of the individual's broader living space b) Plan ways of maintaining, identify common safety hazards found in living spaces and describe ways to minimize risks to individuals, families, and household members c) Formulate a safety plan for home, work, and community settings d) Investigate ways to conserve natural resources in family, school, work, and community settings

<table>
<tr><td></td><td colspan="3">2. Environment and Interior Design
Students will:
a) Design shared environments and living space zones (for home) which show respect for individual privacy needs
b) Create a floor plan designed to meet the needs of individuals and/or families
c) Incorporate the elements and principles of design into a design plan

3. Consumer Resources and Finance
Students will:
a) Construct a budget for implementation of a floor plan design
b) Use consumer skills to select household items</td></tr>
<tr><td>Vocabulary</td><td>Academic
convenient, routine, key, element, measurement, dimensions, outline, efficient, permanent, special needs</td><td colspan="2">Content
shelter , floor plan, traffic pattern, design, functional, color schemes, emphasis, scale, proportion, accessory, design principle, comparison shopping</td></tr>
<tr><td>Materials and Resources</td><td colspan="3">Design Your Own Bedroom; Floor plan Revision Warm Up (attached)(Pre-assessment)
YouTube video---Bedroom on a Budget! | DIY Home Decor | Mr. Kate (Hook)
https://www.youtube.com/watch?v=_KYszbeWIZA
YouTube video---120 Cool Teen Boys Bedroom Designs (Hook)
https://www.youtube.com/watch?v=FPGZFnoKfQM
Discovering Life Skills (textbook reading- pages 278-299) (Day 1)
Design Your Own Bedroom; Floor Plan Revision Tasks and Grading Form (attached) (Day 2 and Day6)
Sample bedroom floor plans (Day 2)
Graph paper (Day 2)
Paper, pencil, ruler, measuring tape, colored pencils, glue (Day 2)
chromebook/laptop (Day 3, day 4)
Room Sketcher: Create Floor Plans and Home Designs Online (Day 3 and Day 5)
https://www.roomsketcher.com
Comparison Shopping List (attached)(Day 4)
Decorating Bedrooms for Special Needs Kids (Day 5)
https://www.cool-kids-rooms.com/decorating-bedrooms.html</td></tr>
<tr><td>INSTRUCTION</td><td>What will the teacher do?</td><td>What will the students do?</td><td>How much time for each activity?</td></tr>
<tr><td>Pre-assessment</td><td>Day 1-
Teacher provides Warm-up form and poses a series of thought questions:
• If you were asked to design your own bedroom, would you know where to begin?</td><td>Day 1-
Students answer questions on the Warm-up form.</td><td>60min total
10 min</td></tr>
</table>

	• What are the dimensions (measurements) of the room? • Do you know what furniture and accessories you need and want? • Once you figure out the furniture and accessories, will all of those items fit in the space? • What color scheme will you choose for your walls, ceiling, floor, comforter, curtains?	Students may leave this question unfinished until they have read the information in the text assignment later today	
Do-now/Hook	Day 1 (cont)- Teacher shows 2 videos: • Bedroom on a Budget! | DIY Home Decor | Mr. Kate https://www.youtube.com/watch?v=_KYszbeWIZA • 120 Cool Teen Boys Bedroom Designs https://www.youtube.com/watch?v=FPGZFnoKfQM Teacher facilitates a thin-pair-share, followed by a group discussion about the design ideas shown in the video clips: • Which design ideas were appealing? interesting? new? • Which design ideas did you dislike? Why? • What did the design ideas have in common? How did they differ?	Day 1 (cont)- Students view the video clips Students participate in a think-pair-share around these questions: • Which designs were appealing? interesting? new? • Which design ideas did you dislike? Why? • What did the design ideas have in common? How did they differ? Pairs share their main ideas in a teacher-facilitated large group discussion	5min 25min

	Teachers assigns text assignment to introduce basics of room design: Discovering Life Skills (textbook reading- pages 278-299)	Students pairs work as reading partners to complete the text assignment. Each student completes question 4 (color scheme) on the Warm-up form.	20min
Procedure for Instruction/ Learning Activities	Day 2- Teacher provides and reviews the Design Your Own Bedroom; Floor Plan Revision Tasks and Grading Form.	Day 2- Students attend to teacher overview of the Design Your Own Bedroom; Floor Plan Revision Tasks and Grading Form.	60min total 10min
	Teacher delivers a direct-instruction lesson on: • Room dimensions, supported by sample floor plans, to illustrate the concept of "to scale" • Furniture arrangement and traffic patterns, supported by yesterday's text assignment • Placement of door, windows, closet, as shown in sample floor plan	On the back of the Tasks and Grading Form, students take notes during teacher instruction on room dimensions, furniture arrangement, traffic patterns, and placement of doors, windows, and closets on bedroom floor plans.	15min
	Teacher provides students with furniture templates, graph paper, pencil, ruler, measuring tape, colored pencils, glue. Teacher guides students through the development of their bedroom floorplan.	Students apply the information by creating their own designs • Measurements- on a piece of graph paper, students design a bedroom including a doorway, 2 windows, and a closet. • Furniture selection- choose furniture from a set of templates. Color, cutout, and place on graph paper. • Furniture Placement- try the selected pieces in a variety of furniture arrangements and traffic patterns. Glue pieces once a final arrangement is determined.	25min
	Teacher leads student volunteers in sharing of their room designs, highlighting ways students have	Student volunteers share their room designs with the class.	10min

	appropriately applied measurement, selection, and arrangement concepts.		
	Day 3- Teacher shares link to Room Sketcher: Create Floor Plans and Home Designs Online https://www.roomsketcher.com	Day 3- Students go to the link provided by the teacher.	60min total
	Teacher demonstrates the process for creating a computer-generated room design using this site.	Students follow the teacher 's demonstration of the computer-generated room design.	20min
	Teacher monitors and assists students in producing room designs using the site.	Students produce a room design using the site. Students print their computer-generated room designs.	20min
	Teacher leads a class discussion to compare and contrast the design process using a by-hand method vs. a computer-generated method.	Students participate in a discussion of the pros and cons of generating a room design by hand vs. generating a room design using a computer program.	20min
	Day 4- Teacher provides and goes over the Comparison Shopping List.	Day 4- Students attend to the teacher presentation of the Comparison Shopping List.	60min total 10min
	Teacher provides students with a list of stores/ websites they can use for virtual shopping for the items used in their room designs (e.g., doors, windows, flooring/carpets, paint, furniture, accessories, bedding, window treatments)		
	Teacher monitors and assists students in completing their online shopping.	Students "shop" online and fill in the Comparison Shopping List.	30min

	Teacher leads a class discussion on managing the expenses associated with purchasing items for a room design: • Which items were most costly? least? • What were some alternative items that could serve the same purpose, but would cost less? • What are some ways to obtain items that might be less costly than retail (e.g., yard sale, swap, etc.)?	Students participate in class discussion, referring to the Comparison Shopping Lists for examples.	20min
	Teacher poses summary question: Which of the items on your comparison shopping list would you be willing to compromise on to stay within a budget? Mark those items on your Comparison Shopping List and on the back of your paper, explain the compromise you would make.	Students consider the summary question and complete the summary activity .	10min
	Day 5- Teacher asks students to get out the room designs printed from Room Sketcher (Day 3).	Day 5- Students get out the room designs printed from Room Sketcher and review them.	60min total 5min
	Teacher shares link to Decorating Bedrooms for Special Needs Kids https://www.cool-kids-rooms.com/decorating-bedrooms.html and asks students to read through the information on the site and prepare main idea statements for each section.	Students access Decorating Bedrooms for Special Needs Kids https://www.cool-kids-rooms.com/decorating-bedrooms.html, read the information presented, and write main idea statements for each section.	15min

	Teacher leads a short class discussion where students share their main idea statements. Teacher answers questions students may have about the content of the site. Teacher announces that students will revise their room designs to accommodate a person with a special need (one that class learned about today). Teacher monitors and assists students as they redesign their rooms using Room Sketcher: Create Floor Plans and Home Designs Online https://www.roomsketcher.com Teacher arranges the students into groups of 3 for sharing and feedback of their revised designs.	Students participate in a class discussion where main idea statements are read. Students ask questions to increase understanding of the information presented on the site. Students revise their designs to them better accommodate a person with special needs. Students print their revised designs. Students work in groups of 3 to present their revised designs and to provide feedback to their partners. • What changes did you make? • How will these changes make the room function better for a person with special needs? • What suggestions do partners have for further revisions?	20min 20min
Differentiation	Students will be grouped by their abilities and interests. Teacher will provide scaffolded support where needed. Students who have physical disabilities will be accommodated for. Students who are meeting all of the expectations will be challenged to go above and beyond.		
Closure	Day 6- Students complete their self-evaluation on the Design Your Own Bedroom; Floor Plan Revision Tasks and Grading Form. Students schedule individual evaluation meetings with the teacher, at which time they will hand in their projects.		

ASSESSMENT	
College, Career, and Life Readiness Skills	See below Based on Middle-level Life/Career Rubrics available at https://nyctecenter.org/middle-level-life-career-rubric-database/rubrics

Performance Measure	Exemplary	Proficient	Developing	Beginning
Manages Time to Complete Tasks by Deadline	Completes work ahead of schedule by creating a plan to finish early.	Completes work on time by using time management skills.	Completes work on time with reminders and supervision.	Rarely completes work on time; fails to use time management skills.
Uses Technology to Locate and Evaluate Information	Effectively and consistently uses multiple technology tools to collect, organize, evaluate, and/or communicate information.	Uses technology effectively as a tool to collect, organize, evaluate, and/or communicate information.	Uses popular technology tools to collect and/or communicate information.	Attempts to use technology to collect and/or communicate information are ineffective.
Interprets Information and Draws Conclusions	Is able to look at complex information and successfully draw conclusions and apply them to consumer situations.	Is able to look at information and successfully draw conclusions in consumer situations.	Looks at information and sometimes draws conclusions in consumer situations.	Looks at information but rarely draws a conclusion in consumer situations.
Follows Procedures	Consistently and conscientiously follows all established procedures, avoids taking shortcuts or ignoring rules.	Follows all established procedures, avoids taking shortcuts or ignoring rules.	Usually follows established procedures.	Is unaware of and/or ignores procedures.

Middle-level CTE
Learning Experience Template
March 2019

Name _____ CTE: Family and Consumer Sciences

Design Your Own Bedroom; Floor Plan Revision
Warm Up

Directions: READ and think about the information in the text box below. Then answer the questions that follow.

If you were asked to design your own bedroom, would you know where to begin? What are the dimensions (measurements) of the room? Do you know what furniture and accessories you need and want? Once you figure out the furniture and accessories, will all of those items fit in the space? What color scheme will you choose for your walls, ceiling, floor, comforter, curtains?
These are all questions that you need to answer before you buy new items so your room will have the "look" (design and effect) you are planning for.

Your task: Design Your Own Bedroom

1. What furniture would you like in your room?

_____

_____

_____

_____

_____

_____

2. What accessories would you like in your room?

_____

_____

_____

_____

3. What colors would you choose?

Walls _____

Carpeting/flooring _____

Window Treatments _____

Bedding _____

Other Furniture_____

Accessories _____

4. What color scheme are you creating?

_____

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Learning Experience Template
March 2019

Name _____ CTE: Family and Consumer Sciences

Design Your Own Bedroom; Floor Plan Revision
Tasks and Grading Form

Design Your Own Bedroom

Check when Completed	Task	Possible Points	Your Evaluation and Comments	Teacher Evaluation and Comments
	1. Room dimensions (measurements) are 14 ft x 16 ft	5		
	2. Room has at least one door, drawn as per sample floor plan, and door(s) is (are) in proportion to the room	10		
	3. Room has at least 2 windows, drawn as per sample floor plan, and windows are in proportion to the room	10		
	4. Room has a closet, drawn as per sample floor plan, inside or outside the 14 ft x 16 ft dimension	10		
	5. A minimum of 5 pieces of furniture are grouped in a functional manner and placed using the room furniture templates	10		
	6. A recognizable traffic pattern has been established	10		
	7. Colors and color scheme match the information on the warm-up planning sheet	10		
	8. Color is added to the furniture and accessories	10		
	9. Color is added to walls, flooring, and window treatments	10		
	10. Project is neat in appearance	5		
	11. Student name is on the front of the project	5		
	12. This form is turned in with the finished project	5		
	Total	100		

Middle-level CTE
Learning Experience Template
March 2019

Name _____ CTE: Family and Consumer Sciences

Design Your Own Bedroom; Floor Plan Revision

Comparison Shopping

	List Items in your Bedroom	Approximate Price	Actual Price (source)
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	Totals		