

# Unit 3: House Design Unit 2

Content Area: **Technology**  
Course(s):  
Time Period: **Full Year**  
Length: **Type Length of Unit**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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This first year course is designed to teach students important information in the field of Architecture. Students will learn the fundamental skills and concepts necessary for architectural planning, design and drawing. Students will learn about the hard work that goes into designing a house and the problems that arise during that task. Students will be required to use his/her creative abilities to complete an individual yearlong project.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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Students will understand:

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- psychological considerations must be taken into account when designing physical spaces
- Good design is the marriage of form follows function and aesthetic appeal
- There is an essence, theme, or commonality that must run through the entire design

## **CONTENT AREA STANDARDS**

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9.3.12.AC.1	Use vocabulary, symbols and formulas common to architecture and construction.
9.3.12.AC.6	Read, interpret and use technical drawings, documents and specifications to plan a project.
12.9.3.MN-HSE.1	Demonstrate the safe use of manufacturing equipment.
12.9.3.ST-ET.1	Use STEM concepts and processes to solve problems involving design and/or production.
12.9.3.ST-ET.2	Display and communicate STEM information.
12.9.3.ST-ET.3	Apply processes and concepts for the use of technological tools in STEM.
12.9.3.ST-ET.4	Apply the elements of the design process.
12.9.3.ST-ET.5	Apply the knowledge learned in STEM to solve problems.

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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LA.RST.11-12.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
LA.RST.11-12.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
LA.WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LA.WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.WHST.9-10.6	Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LA.WHST.11-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LA.WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

## **STUDENT LEARNING TARGETS**

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Students should be able to identify the proper use of each tool/machine, which tool/machine should be used for a specific task, how to safely operate and adjust each machine or tool.

### **Declarative Knowledge**

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- - - Good design has more than purely functional aspects to it
    - What traffic patterns are
    - What shelter around activity is
    - How to evaluate a floor plan for functional and aesthetic value
    - Curb appeal and basic characteristics that makeup visually pleasing exterior

### **Procedural Knowledge**

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- - - Design a structure around a central design goal

- Analyze the traffic patterns for multiple people within a house
- Identify types of shelter around activity (SAA)
- Implement SAA into their house design
- Evaluate and improve their design for interior views
- Synthesize unit 1 information into a design of a new structure
- Students will utilize sketching, hand drawing, and computer drafting techniques

## **EVIDENCE OF LEARNING**

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### **Formative Assessments**

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Topic presentations, worksheets, and quizzes,

### **Summative Assessments**

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student-created areas, rooms, and exteriors.

before and after projects.

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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Teacher notes and quizzes are available through Google Classroom/Drive.

Tutorial found within computer program and/or teacher-generated

## **INTERDISCIPLINARY CONNECTIONS**

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Educational Technology: Use of Google resources

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.