Middle-level CTE Learning Experience Title: Tiny Houses Educator: Monique Gale-Messina, Eldred JSHS; Mary Ellen Reynolds, Livingston Manor CSD Length of Lesson: 14 days (40 minute periods) Grade Level: 8	CTE Area: Family and Consumer Sciences CTE Theme: Problem Solving and Innovation CTE Content: Environmental design and Management Date Created: March 28, 2109

	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. Standard 3a: Universal Foundation Skills Stud.2 (s)-1.3 (k)-2.6(n)2.2 (dzaTw 26.17i29.08 14)2.endzaTw 262.2 (dzaTw 2)3.3 (2 (s)-1f 26.17i29.08 h.3 (

<table>
<tr><td></td><td colspan="2">3. Consumer Resources and Finance
Students will:
a) Construct a budget for implementation of a tiny house floor plan.
b) Use consumer skills to select household items for a tiny house.

4. Career Pathways
Students will:
a) Explain roles and functions of individuals engaged in environment, housing, and interior design careers for tiny houses.
b) Investigate education and training requirements and opportunities for career paths in environment, housing, and interior design fields</td></tr>
<tr><td>Vocabulary</td><td>Academic:
delineate, emphasis, , prototype,
specifications, modifications, ordinances</td><td>Content:
symmetrical balance, asymmetrical balance,
background, functional furniture, multifunctional furniture,
traffic pattern, tiny house, eco-friendly,
square footage, green technology, mortgage,
stucco</td></tr>
<tr><td>Materials and Resources</td><td colspan="2">Materials Needed
Graph paper
Computer paper
Markers, construction paper, glue, tape, crayons, colored pencils and scissors
Samples such as wall coverings, floor coverings, and fabric
Magazines
Equipment Needed
Computers (for students to complete project)
Projector
Instructional Aids
Student handouts
Grading rubric
Internet

What is a Tiny House? (Do-Now)
https://www.youtube.com/watch?v=BVovCDwrEn4&scrlybrkr=21276579
Tiny House Design Ideas (Do-Now)
https://www.youtube.com/watch?v=FqLwSOC_cfg</td></tr>
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Build a Tiny House: Project-based Learning Area, Perimeter, and Geometry (Days 2-13)
Note: This is the site for the plans referenced throughout this learning experience.
https://witrylibrarypages.weebly.com/uploads/3/8/6/3/38635991/buildatinyhouseprojectbasedlearningactivityapbl__1__.pdf

Note: These are alternative sites for plans for building tiny house models.
Tiny House Plans
https://www.txcte.org/resource/lesson-plan-practicum-interior-design-tiny-houses
Green Tiny House Challenge

Tiny House Plans Grades 5 and 6

cost less than regular homes and they can be moved around. There are even TV shows where buyers pick tiny homes that will fit their needs the best."

Teacher provides students with focus questions:

- What qualifies as a tiny house?
- What are 3 reasons people chose to buy a tiny house?
- What are 3 positive features of a tiny house?
- What are 3 negative features of a tiny house?

Teacher shows:
What is a Tiny House?
https://www.youtube.com/watch?v=BVovCDwrEn4&scrlybrkr=21276579
Tiny House Design Ideas
https://www.youtube.com/watch?v=FqLwSOC_cfg

Teacher will review the questions with the class and show examples of tiny house project.

Students will view video on tiny houses and tiny house projects.
Student will take notes about tiny houses, why people live in tiny houses, and cost of tiny houses.
Students will answer the focus questions:

- What qualifies as a tiny house?

What

	ctivityapbl__1_.pdf) Notes: This learning experience follows the project plans found at the site above. The site recommends that the teacher build a tiny house along with the students, to model the steps. Teacher will review the sections of the instructions and ask students to share main idea statements. Teacher will emphasize main ideas that are crucial for student success on this project	Students will share their main idea statements during the class review. Students will highlight and/or add crucial ideas to their notes.	10min
	Day 3 and 4- Teacher will review the TINY HOUSE PARTS SECTION and ROUGH DRAFT INSTRUCTIONS of the project. Teacher will facilitate students' creation of the rough drafts of their tiny houses. Teacher may model a rough draft.	Day 3 and 4- Students will create a rough draft of their tiny house and include all items on the requirement list.	40 min x 2 days
	Day 5 and 6- Teacher will review the FINAL VERSION SECTION of the project. Teacher may model the base floor plan, walls, roof and ceiling of their tiny house.	Day 5 and 6- Students will complete requirement list, base floor plan, walls, and roof and ceiling of their tiny house.	40 min x 2 days
	Day 7-9- Teacher will review the SPEC HOME SECTION of tiny house parts. Teacher may model tiny house HOME 1 and HOME 2 specification.	Day 7-9- Students will complete their tiny house HOME 1 and HOME 2 specification.	40min x 3 days

Day 10 and 11-

pairs as presentation practice partners

Day 16-
Teacher invites an authentic audience to students' presentations of their tiny houses.

Middle-level CTE