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| **GSU Student & Classroom Teacher** | **Room Number** | **Subject** | **Period** | **Start/End Time** | **Date** | **Lesson \_\_ of \_\_\_** |
| Ms. J. Guthrie  Mrs. Amis | 523 | Foundations of Interior Design | 2nd Block | 10:00 -11:35 am | Sept. 21, 2011 | 10 of 10 |
| **State Standards: GPS/QCC:** | |  | | | | |
| FCS-FID-3 | | Students will examine the designer-client relationship.  *a. Describe personal qualities needed to work with clients effectively.*  *b. Identify characteristics necessary to communicate effectively both verbally and visually with a client.*  *c. Discuss the different presentation methods and when you might use each when working with a client.*  *d. Identify other participants that might be involved in a designer– client relationship, and the importance of coordinating schedules, contracts, specifications and details to all parties for the desired end result.* | | | | |
| **Essential Question**: | | How does an excellent reputation build a business? | | | | |
|  | | * What types of businesses are there in the field of interior design? | | | | |
|  | | * On the true/false section of the unit test, students will be able to conclude if the statement is correct. (E) * On the multiple choice section of the unit test, students will be able to choose the correct answer. (E) * On the completion section of the unit test, students will be able to recall the term to make the sentence whole. (K) * On the matching section of the unit test, students will be able to select the correct term for each definition. (E) | | | | |

**Assessment Strategies**

**Objective One:** Students will be able to conclude if the statements on the true/false section of the unit test are correct.

**Objective Two**: Students will be able to choose the correct answer on the multiple choice section of the unit test.

**Objective Three:** Students will be able to recall the correct term to make the sentence whole in the completion section of the unit test.

**Object Four:** Students will be able to select the correct term for each definition on the matching section of the unit test.

**Part One: Lesson Introduction-10 minutes**

* Students will answer the bell ringer and write the quote of the day in block letters in the bell ringer section of their notebook
* Roll caller will take attendance
* Attendance will be recorded in PowerSchool
* Turn completed study guide in to the mailbox
* Review standard

**Transition:** After the students have answered the bell ringer and written the quote of the day in block letters, students will clear their desks and spread out in preparation for the unit test.

**Accommodation:** The bell ringer and the quote of the day will be typed on a PowerPoint slide and projected on the screen, allowing all students sitting at different viewpoints the ability to see and read the question.

**Part Two: Developmental Activities-75 minutes**

30 minutes

* Paper management will pass out the unit test
* Students will turn the unit test in to the mailbox
* Students will sit in silence while their neighbors finish the unit test

45 minutes

* Introduction to the next standard

**Transition:** After the students have finished their unit test, they will sit in silence waiting for their neighbors to finish. The graphic organizer for unit four will be passed by paper management.

**Accommodation:** Students who need to test in another room will be able to leave the room to take their test with a paraprofessional.

**Part Three: Concluding Activities-10 minutes**

* Paper management will pass out the graphic organizer for standard four
* Students will be introduced to the new standard
* Discuss how the new standard relates to the previous standard and future standards

**Transition:** After the students complete the graphic organizer, they will have time to put their binders in the cubbies, clean up the space around their seat and wait for the bell to ring.

**Accommodation:** The graphic organizer is kept in the student’s notebook and is always available for the student to review the standard and its elements.

**Part Four: Reflection and Evaluation of Lesson and Teacher Effectiveness**

**Citations**

Klavora, P., & Chambers, D. (2005). *The great book of inspiring quotations: motivational sayings for all occasions*. United States: Sport Book Publisher.

Sherwood, R.F. (2007). *Homes and interiors*. Peoria, IL: The McGraw-Hill Companies, Inc.

**Materials**

* Projector
* Screen
* Laptop with Miscrosoft PowerPoint
* Pencil/Pen (student supply)
* Unit Test (30)
* Unit Test Answer Sheet
* Graphic Organizer (30)