



Description of Property: In this section you need to give a description of your property and really sell it to your audience. You should also give dimensions and tell as many details as possible.

THE TASK

Plan and design your own “dream house” within certain cost constraints. Here are the budget, cost, and building rules you will have to work with.

You will have \$300,000 to spend altogether.

The land for the house costs \$100,000. (Pick a place in NC)

Construction of “regular” rooms (traditional rooms with no special requirements) costs \$200 per square foot.

Construction of “special” rooms (requiring special wiring, plumbing, or unusual materials) costs \$350 per square foot.

All houses must include a kitchen, bathroom, bedroom, and living room.

Rooms and hallways must have reasonable areas.

The overall design must be convenient and practical (e.g., provide easy access to rooms, allow for privacy, include doors and hallways in practical locations, etc.).

The number of sides to your floor plan should be limited, to avoid a sprawling, awkward design.

To get started, you will:

Complete a rough draft of your floor plan by cutting out the rooms from half-inch graph paper.

Record the calculations of the area and cost on the cut-out of the room.

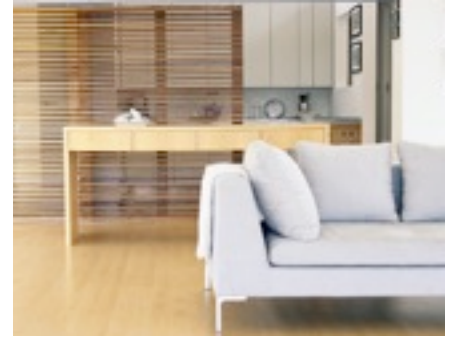
Track your budget on a running budget sheet (“Budget Update”).

Meet in a response group to see if your rough draft is reasonable.

Prepare your presentation. **YOU MUST PRACTICE! “WINGING” IT IS**

UNACCEPTABLE! (This will result in a F for the presentation grade)

Do not have absurd things on your land. Remember this project is supposed to be as real as possible.



DREAM HOUSE PROJECT

Requirements of Project:

What the work shows
a Arithmetic and Number

Concepts:

The student adds, subtracts,
multiplies...whole numbers
with
and without calculators; that
is:

- adds, i.e., joins things together, increases.

The student added costs of rooms
to determine the amount
remaining
in the budget.

- subtracts, i.e., takes away, compares, finds the difference.

- multiplies, i.e., uses repeated addition, counts by multiples....

b Geometry and
Measurement

Concepts: The student
visualizes
and represents two
dimensional
views of simple rectangular
three
dimensional shapes....

g Geometry and
Measurement

Concepts: The student uses
basic
ways of estimating and
measuring

the size of figures and objects
in the
real world, including length,
width,
perimeter, and area.

The student measured the
length
and width of the classroom in
order
to determine area.

k Geometry and
Measurement

Concepts: The student uses...
scales...for rectangular scale
drawings based on work with

concrete models and graph
paper.

The student used half-inch
square
graph paper to create a scale
model

of a room (inch = 1 foot).

c Statistics and Probability

Concepts: The student makes
statements and draws simple
conclusions based on data;
that is,
reads data in line plots....

The student interpreted line
plot

data in order to make
decisions

about reasonable areas of
rooms in
the floor plan.

a Mathematical Skills and
Tools:

The student adds, subtracts,
multiplies...whole numbers
correctly.

c Mathematical Skills and
Tools:

The student measures length,

In order to participate in this project students must work together with their partner to create multiple pieces including:

Budget Sheet

Pamphlet

Presentation (MUST HAVE PRACTICED AT LEAST 8 TIMES)

Keynote

Labeled Floor Plan

If students are not meeting the expectations of the project they will be taken off the project and given other work to complete. This work will not have the same credit as the project, as they are not doing the same amount of work as other students.

I have read the project sheet and I understand it.

Students Signature: _____

Parent Signature: _____