

**BILLINGS PUBLIC SCHOOLS
FAMILY CONSUMER SCIENCE
CONSUMER HOUSING
Adopted April 11, 2005**

MISSION STATEMENT

The mission of Family and Consumer Sciences Education is to prepare students for family life, the world of work, and careers in Family and Consumer Sciences by providing opportunities to develop the knowledge, skills, attitudes, and behaviors needed for:

- Strengthening the well being of individuals and families across the life span.
- Becoming responsible citizens and leaders in family, community, and work settings.
- Promoting optimal nutrition and wellness across the life span.
- Managing resources to meet the material needs of individuals and families.
- Balancing personal, home, family and work lives.
- Using critical and creative thinking skills to address problems in diverse family, community, and work environments.
- Functioning as providers and consumers of goods and services.
- Appreciating human worth and accepting responsibility for one's actions and success in family and work life.

LEARNING DOMAINS

- I. The learner will define shelter needs related to the family-life cycle including factors affecting housing decisions.**
- II. The learner will explain how individual and family needs influence housing decisions and options.**
- III. The learner will identify, compare and find examples of the elements of design principles in preparation for an individual living space design plan.**
- IV. The learner will explore color in preparation for the individual living space design plan.**
- V. The learner will draft and label a blueprint.**
- VI. The learner will explore the various roles that furniture plans in living spaces including constructions, personal preferences and consumer trends.**
- VII. The learner will apply principles and elements of design to furniture arrangement in a room.**
- VIII. The learner will evaluate basic bedroom, kitchen and bath designs in preparation for the individual.**
- IX. The learner will define how storage should be incorporated throughout a home and evaluate a plan for effectiveness.**
- X. The learner will define, create, and design a living space design need for a family life cycle.**
- XI. The learner will develop a long-term maintenance plan for the individual housing project.**

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Learner Objectives

I. The learner will define shelter needs related to the family-life cycle including factors affecting housing decisions.

- 1. Student will be able to define Maslow's basic needs of life as it relates to housing needs. (E)**
- 2. Student will define family-life cycles and their effects on housing needs including physical disabilities. (E)**
- 3. Student will discuss types of multifamily housing (i.e. duplex, apartment, dorm, condo)**
- 4. Student will discuss single-family housing (i.e. prefabricated, track, customs, manufactured)**
- 5. Student will compare housing types with specific needs and wants.**

II. The learner will explain how individual and family needs influence housing decisions and options.

6. Student will discuss the importance of location, climate and cost of housing. (Maximum 20-25% of income) (I)
7. Student will explore special environmental issues related to housing (climate, populations, culture, public services, etc.) (I)
8. Student will discuss the pros and cons of renting vs. buying. (I)
9. Student will discuss and define renter's responsibilities and state laws related to fair housing. (I)
- 10. Student will identify economic trends and their impact on affordable housing in the different stages of the family-life cycle. (E)**
11. Student will explore and define public laws and how they impact access to affordable housing. (I)
12. Student will evaluate issues that impact the best time to sell or buy a home. (I)

III. The learner will identify, compare and find examples of the elements of design principles in preparation for an individual living space design plan.

13. Student will identify and collect examples of line (horizontal/vertical/curved/diagonal.) (I)
14. Student will identify and collect examples of shape and form. (I)
15. Student will identify and collect examples of space (negative/positive.) (I)
16. Student will identify and collect examples of texture as used in interior design (visual/tactile, effects of light, informal/formal.) (I)
17. Student will explain how scale/proportion relates to design. (I)
18. Student will explain how balance is used (symmetrical/formal, asymmetrical/informal, actual versus visual weight.) (I)
19. Student will identify examples of repetition, gradation, opposition and transition. (I)
20. Student will explain how emphasis (focal point) is used. (I)
21. Student will explain how harmony is achieved when unity and variety are effectively combined. (I)

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III. The learner will identify, compare and find examples of the elements of design principles in preparation for an individual living space design plan. (cont.)

- 22. Student will present examples of the principles of design and explain each concept in writing. (I)
- 23. Student will include in a notebook examples of design by using a schematic form such as “Easy Decorator” format. (E)**

IV. The learner will explore color in preparation for the individual living space design plan.

- 24. Student will create a color wheel. (I)
- 25. Student will find examples of the use of tints, tones, and shades, (I)
- 26. Student will identify and explain the terms: hue, primary, secondary, tertiary/intermediate, neutral, warm cool, tints, shades, intensity and tones. (I)
- 27. Student will identify and create/present visual examples of major color schemes: monochromatic, analogous/adjacent, neutral/achromatic, accented neutral, complementary, split-complementary and tirade. (I)
- 28. Student will identify pattern illustrations and explain the use of pattern (naturalistic/realistic, conventional/stylized, geometric and abstract.) (I)
- 29. Student will demonstrate the use of color in a room/housing design plan (i.e. develop a color board, color a sample room.) (E)**

V. The learner will draft and label a blueprint.

- 30. Student will identify common floor plan symbols (i.e. doors, window, sinks, upper and lower cabinets, rang refrigerator, tub, shower, toilet, fireplace and stairs. (I)
- 31. Student will discuss zoning and its impact on the home (i.e. living/social, sleeping/private, and service/work. (I)
- 32. Student will label a floor plan with three appropriate basic living zones. (E)**
 - a. private**
 - b. public**
 - c. work**
- 33. Student will evaluate a floor plan and indicate pros and cons of the plan. (E)**

VI. The learner will explore the various roles that furniture plains in living spaces including constructions, personal preferences and consumer trends.

- 34. Student will explore the history and styles of furniture. (I)
- 35. Student will discuss construction techniques including structure and longevity. (I)
- 36. Student will analyze the economic and appropriate implications of furniture purchases related to budget parameters. (E)**

VII. The learner will apply principles and elements of design to furniture arrangement in a room.

- 37. Student will explore interesting and functional room arrangements. (I)
- 38. Student will arrange a room to scale using furniture and accessories while applying the elements and principles of design. (E)**

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VIII. The learner will evaluate basic bedroom, kitchen and bath designs in preparation for the individuals living space design plan.

- 39. Student will identify the various types of work triangles in a kitchen design. (I)**
- 40. Student will identify elements of a well-designed bedroom, kitchen, and/or bathroom (adequate storage, lighting, counter space.) (I)
- 41. Student will identify and examine common materials used in bedroom, kitchen and bathrooms. (floors, cabinets, counter-tops, sink.) (I)
- 42. Student will discuss bedroom, kitchen and bathroom needs for the family life-cycle phases (i.e. physically handicapped and elderly.) (I)
- 43. Student will explore the economics of purchasing appliances (i.e. rent/purchase, warranties, new/used) within a budget parameter. (E)**
- 44. Student will identify easy ways to improve master bedroom or bathrooms without major remodeling. (E)**

IX. The learner will define how storage should be incorporated throughout a home and evaluate a plan for effectiveness.

- 45. Student will identify and compare various types of storage. (I)
- 46. Student will create an efficient plan for storing possessions in a home or apartment. (E)**
- 47. Student will define a process for organizing a closet within their current living environment. (E)**

X. The learner will define, create, and design a living space design need for a family life cycle.

- 48. Student will study architectural design trends to fulfill their individual plan. (I)
- 49. Student will create a design project for a housing environment needed in a certain phase of life. (E)**
 - a. define a career**
 - b. determine a budget that provides adequate housing for above phase of life.**
- 50. Student will review the basic floor plan symbols. (I)
- 51. Student will create a floor plan for their individual plan. (E)**
- 52. Student will study and select various room options for their individual plan. (E)**
- 53. Student will explain the design and function of interior space. (E)**

XI. The learner will develop a long-term maintenance plan for the individual housing project.

- 54. Student will identify four cleanliness standards that should not be compromised. (I)
- 55. Student will develop a maintenance and home care plan. (E)**
- 56. Student will outline efficient cleaning routines. (I)
- 57. Student will explain the importance of preventative maintenance. (I)
- 58. Student will describe emergency home repair as related to the individual housing project. (I)