CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
ART DEPARTMENT
INTERIOR DESIGN

Pacing Guide: **Interior Design is a half year course that meets on a rotating basis for three (3) 55-minute blocks and one (1) 40-minute block for every five (5) day cycle.**	Introduction to Interior Design (approx. 2 weeks)
	Housing Styles & Space (approx. 4 weeks)
	Elements & Principles in Interior Design (approx. 4 weeks)
	Psychology of Color (approx. 2 weeks)
	Presentation Boards (approx. 3 weeks)
	Career in Interior Design & Portfolio(approx. 3 weeks)

Interdisciplinary Connections	G-SRT.A.2- Similarity, Right Triangles, and Trigonometry G-MG.A.3- Modeling with Geometry NJSLSA.SL1-3- Speaking and Listening Comprehension and Collaboration NJSLSA.SL5-7- Speaking and Listening Presentation of Knowledge & Ideas
Career Ready Practices	**CRP1**. Act as a responsible and contributing citizen and employee. **CRP2.** Apply appropriate academic and technical skills. **CRP4.** Communicate clearly and effectively and with reason. **CRP6.** Demonstrate creativity and innovation. **CRP7.** Employ valid and reliable research strategies. **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them. **CRP10.** Plan education and career paths aligned to personal goals. **CRP11.** Use technology to enhance productivity. **CRP12.** Work productively in teams while using cultural global competence

Technology Standards: 8.1 Educational Technology 8.2 Technology Education, Engineering, Design, and Computational Thinking-Programming	8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review. 8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community. 8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs. 8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources. 8.2.12.B.1 Research and analyze the impact of the design constraints (specifications and limits) for a product or technology driven by a cultural, social, economic or political need and publish for review. 8.2.12.B.4 Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants. 8.2.12.D.1 Design and create a prototype to solve a real world problem using a design process, identify constraints addressed during the creation of the prototype, identify trade-offs made, and present the solution for peer review.
21st Century Skills Standards: 9.1 Personal Financial Literacy 9.2 Career Awareness, Exploration, And Preparation	9.2.12.C.1 Review career goals and determine steps necessary for attainment. 9.2.12.C.3 Identify transferable career skills and design alternate career plans. 9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
ART DEPARTMENT
INTERIOR DESIGN

Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
(Content, process, product and learning environment) **Extension Activities** ● Incorporate challenging assessments ● Open forums and debates in the classroom regarding controversial issues. ● Utilize advanced materials and resources to meet the needs of students. ● Competitive and collaborative projects ● Independent projects requiring research skills for assessing information ● Anchor Activities ● Advanced discussion techniques	**Modifications for Homework/Assignments** ● Modified in-class assignments ● Building background information ● Simplifying language for presentation ● Internet bilingual dictionaries during class and during assignments. ● Word banks for tests and quizzes ● Developing content area vocabulary ● Extended time for all assessments ● Use of graphic organizers ● Internet text translators ● Simplification of requirements ● Access to teacher designed Google Slides and notes ● Concept development ● Collaboration between ESL and mainstream classroom teachers. ● Pair novice ELLs with advanced ELL's. ● High-interest / low-reading-level civics and history materials **Modifications for Homework:** ● Extended time to complete assignments ● Internet text translators	*(Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)* ● In-Class-Support ● Graphic Organizers ● Provide study guides ● Extended time on assessments ● Research guides ● Analogies ● Highlighting/underlining ● Note-taking guides ● Cue cards ● Establish timelines ● Clarify assignments, directions, instructions ● Chapter/lecture notes ● Assistive technology ● Provide computer programs to assist with written assignments ● Highlight key vocabulary ● Model skills/techniques ● Parent/teacher communication ● Provide books on tape/CD/digital media as requested by student when appropriate. ● Assign peer helper in class ● Pair visual prompts with verbal presentations ● Repetition and practice	**Modifications for Classroom** Pair visual prompts with verbal presentations ● Intervention and Referral Team (I&RS) in-house strategies for teachers. ● Extra textbooks at home ● Extended time for assignments ● Highlight key vocabulary ● Pair visual prompts with verbal presentations ● Model skills/techniques ● Modify assignments ● Preferential seating as noted by teacher and student ● Parent/teacher communication ● Provide books on tape/CD/digital media as requested by student when appropriate. ● Assign peer helper in class ● Pair visual prompts with verbal presentations ● Repetition and practice ● Provide copy of class notes ● Use of computers to complete assignments as requested by a student ● Provide verbal reminder of assignments ● Check student independent work

	● Use of graphic organizers ● Modified homework assignments ● Internet bilingual dictionaries. ● Provide student with clearly stated and written expectations and grading criteria for homework	● Provide verbal reminder of assignments ● Check student independent work ● Assist student with planning of assignments **Modifications for Homework and Assignments:** ● Extended time to complete assignments ● Simplify complicated assignments into smaller units in phases as needed by student ● Provide student with clearly stated and written expectations and grading criteria for assignments. **Modifications for Assessments:** ● Extended time for tests and quizzes ● Restate and clarify directions and questions ● Provide study guides for classroom tests ● Establish procedures for accommodations/modifications for assessments	● Assist student with planning of assignments ● Assist with technology **Modifications for Homework and Assignments:** ● Extended time to complete assignments ● Simplify complicated assignments into smaller units in phases as needed by student ● Provide student with clearly stated and written expectations and grading criteria for assignments **Modifications for Assessments** ● Extended time for tests and quizzes ● Restate and clarify directions and questions ● Provide study guides for classroom tests ● Establish procedures for accommodations/modifications for assessment

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
ART DEPARTMENT
INTERIOR DESIGN

CONTENT: Unit 1
Theme: Introduction to Interior Design
Essential Questions: Why is housing important?   What do you consider when choosing a place to live ?   What is the impact of technology, environment, historical events, culture and societal changes on housing?   What is the job of an interior designer?

Content *(As a result of this learning segment, students will know…)*	**Skills** *(As a result of this learning segment, students will be able to…)*	**Assessments** *(The above Essential Questions will be assessed with the following formative and summative measures:)*	**Standards (NJSLS)** 1.2.12.D.1-2 1.3.12.C.1-2 **Technology Standards:** 8.1.12.A.1-4 **21st Century Themes and Skills:** 9.2.IT-WD.1-10 **Career Ready Practice:** CRP1,2,4,6,7,8,9,10,11,12
● The importance of housing satisfying physical, psychological, and social needs. ● Essentials for housing ● Job of an interior decorator vs job of interior designer	● Identify essentials in housing ● Recognize changes in technology and environment and how they affect housing ● Understand the responsibilities of a designer ● Recognize responsibilities of an interior designer	● Classroom Assignments and Activities ● Independent Practice ● Observation ● Portfolio ● Sketches ● Quizzes/Tests ● Projects ● Midterm/Final Exam	**Materials**: Demonstrations Classwork exercises/worksheets Computer software applications Internet research and activities Videos

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
ART DEPARTMENT
INTERIOR DESIGN

CONTENT: Unit 2			
Theme: Housing Styles & Space			
Essential Questions: What are essential items to have in a house? How have housing styles changed throughout history? How can space be utilized in a house? What effect do traffic patterns have on movement throughout the house? How do we present designs in aerial views and 2 point perspective?			
Content *(As a result of this learning segment, students will know…)* ● Essential that must be included in a household ● Ways in which space is utilized efficiently ● How to use space creatively in small and large spaces	**Skills** *(As a result of this learning segment, students will be able to…)* ● Design a home with necessities and essentials for human living ● Identify needs of humans in homes ● Create a floor plan that demonstrates proper use of space and human necessities ● Recognize and utilize different traffic patterns to create finished floor plans ● aerial & 2- point perspective drawings	**Assessments** *(The above Essential Questions will be assessed with the following formative and summative measures:)* ● Classroom Assignments and Activities ● Independent Practice ● Observation ● Portfolio ● Sketches ● Magazine Projects ● Quizzes/Tests ● Projects ● Midterm/Final Exam	**Standards (NJSLS)** 1.2.12.D.1-2 1.3.12.C.1-2 **Technology Standards:** 8.1.12.A.1-4 **21st Century Themes and Skills:** 9.2.IT-WD.1-10 **Career Ready Practice:** CRP1,2,4,6,7,8,9,10,11,12 **Materials**: Demonstrations Classwork exercises/worksheets Computer software applications Internet research and activities

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
ART DEPARTMENT
INTERIOR DESIGN

CONTENT: Unit 3

Theme: Elements & Principles of Art in Interior Design

Essential Questions:
What are the key questions we need to ask clients to develop a plan?
What are the elements & principles of design?
What are the key tools used in designing an interior presentation?

Content *(As a result of this learning segment, students will know…)*	Skills *(As a result of this learning segment, students will be able to…)*	Assessments *(The above Essential Questions will be assessed with the following formative and summative measures:)*	Standards:
● how to identify needs and vision of clients ● how to apply elements and principles of design for interior planning ● tools used in the business of interior design	● Evaluate and identify client's wants and needs ● Apply elements and principles of design to produce a cohesive plan. ● Apply knowledge of interior symbols to create a presentation ● Utilize tools and skills to create an interior design presentation	● Classroom Assignments and Activities ● Independent Practice ● Design Presentation ● Observation ● Portfolio ● Sketches ● Quizzes/Tests ● Projects ● Midterm/Final Exam	**Standards (NJSLS)** 1.1.12.D.1-2 1.3.12.C.1-2 **Technology Standards:** 8.1.12.A.1-4 **21st Century Themes and Skills:** 9.2.IT-WD.1-10 **Career Ready Practice:** CRP1,2,4,6,7,8,9,10,11,12 **Materials**: Demonstrations Classwork exercises/worksheets Computer software applications Internet research and activities

CONTENT: Unit 4

Theme: Psychology of Color

Essential Questions:
What is color?
How does color affect mood in design?
What is color symbolism?
How do we develop a presentation board?

Content *(As a result of this learning segment, students will know…)*	Skills *(As a result of this learning segment, students will be able to…)*	Assessments *(The above Essential Questions will be assessed with the following formative and summative measures:)*	Standards (NJSLS)
• color wheel information • how color affects mood and design • color evokes relationship to people, places and things • How to present our color schemes and ideas into a presentation board	• apply color wheel to interior design plans • Understand how color affects mood and design • Understand how colored objects can evoke feelings and link to people, places and things • Demonstrate how to utilize a presentation board	• Classroom Assignments and Activities • Independent Practice • Observation • Product Development • Presentation Board • Portfolio • Sketches • Quizzes/Tests • Projects • Midterm/Final Exam	1.1.12.D.1-2 1.3.12.C.1-2 1.4.12.B.1-3 **Technology Standards:** 8.1.12.A.1-4 **21st Century Themes and Skills:** 9.2.IT-WD.1-10 **Career Ready Practice:** CRP1,2,4,6,7,8,9,10,11,12 **Materials**: Demonstrations Classwork Internet research and activities Magazines

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
ART DEPARTMENT
INTERIOR DESIGN

CONTENT: Unit 5

Theme: Presentation Boards

Essential Questions:

What is a presentation board?

What is the purpose of a presentation board?

What does a presentation board need to host or present?

How can we showcase our skills and abilities in through a presentation board?

Content *(As a result of this learning segment, students will know…)*	Skills *(As a result of this learning segment, students will be able to…)*	Assessments *(The above Essential Questions will be assessed with the following formative and summative measures:)*	Standards (NJSLS)
• How to utilize presentation boards, both physical and digital to present client designs • How to create a design presentation for a specific company or client • How to market & showcase designs through photography and online portfolios	• Understand the purpose of a presentation board • Communicate an interior design idea to our client • Showcase skills and design through a presentation	 • Classroom Assignments and Activities • Independent Practice • Observation • Product Development • Presentation Board • Portfolio • Sketches • Quizzes/Tests • Projects • Midterm/Final Exam	1.1.12.D.1-2 1.2.12.D.1-2 1.3.12.C.1-2 1.4.12.B.1-3 **Technology Standards:** 8.1.12.A.1-4 **21st Century Themes and Skills:** 9.2.IT-WD.1-10 **Career Ready Practice:** CRP1,2,4,6,7,8,9,10,11,12 **Materials**: Demonstrations Classwork Presentation boards exercises/worksheets Computer software applications

CONTENT: Unit 6			
Theme: Career in Interior Design & Portfolio			
Essential Questions: What is involved in a career as an Interior Designer? How do we present ourselves as a professional designer? What should an interior design portfolio showcase?			
Content *(As a result of this learning segment, students will know…)* • How professionals utilize presentation boards, both physical and digital • How to create a design presentation for a specific company or client • How to market & showcase designs through photography and online portfolios	**Skills** *(As a result of this learning segment, students will be able to…)* ● Understand the responsibilities of an interior designer ● Practice how to present ourselves as a professional ● Showcase skills and design through a portfolio	**Assessments** *(The above Essential Questions will be assessed with the following formative and summative measures:)* ● Classroom Assignments and Activities ● Independent Practice ● Observation ● Product Development ● Presentation Board ● Portfolio ● Sketches ● Quizzes/Tests ● Projects ● Midterm/Final Exam	**Standards (NJSLS)** 1.1.12.D.1-2 1.3.12.C.1-2 1.4.12.B.1-3 **Technology Standards:** 8.1.12.A.1-4 **21st Century Themes and Skills:** 9.2.IT-WD.1-10 **Career Ready Practice:** CRP1,2,4,6,7,8,9,10,11,12 **Materials**: Demonstrations Classwork Presentation boards exercises/worksheets Computer software applications