

PUBLIC SCHOOLS OF EDISON TOWNSHIP
OFFICE OF CURRICULUM AND INSTRUCTION



Creating Spaces: Introduction to Interior Design

Length of Course:	Full Year
Elective/Required:	Elective
Schools:	High School
Eligibility:	Grade 9 - 12
Credit Value:	5 Credits
Date Approved:	August 24, 2020

TABLE OF CONTENTS

COURSE DESCRIPTION	3
COURSE OBJECTIVES	4
UNIT 1: Introduction to Interior Design	5
UNIT 2: Safety	7
UNIT 3: The Design Process	9
UNIT 4: Using Decision Making Skills	11
UNIT 5: Design Elements and Principles	13
UNIT 6: Interior Backgrounds and Furnishings	15
UNIT 7: Floor Planning and Housing Construction	17
UNIT 8: Maintaining a Home	19
UNIT 9: Technology and Energy Efficiency in Housing Design	21
UNIT 10: Careers in Interior Design	23

COURSE DESCRIPTION

The Edison Public School District is committed to improving the instruction and needs of each student as well as challenging them academically. *Creating Spaces* is a high school school elective program that will allow students to develop their understanding of basic design techniques while giving them a safe environment to take risks, think critically, and test new ideas.

Creating Spaces is available to ninth through twelfth grade students who are interested in exploring the field of interior design. The course will provide students the opportunity to learn skills and utilize resources to enhance living environments. The primary goal of the course is to offer students a realistic approach to solving problems while applying the principles of interior design to authentic, real-world situations. All activities in the course will combine mathematical concepts and design theory to create comprehensive design solutions for any room. Students will also become aware of career opportunities in the housing and interior design professions.

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COURSE OBJECTIVES

In accordance with the **New Jersey Student Learning Standards: 21st Century Life and Careers**, students enrolled in the *Creating Spaces* course will meet the following standards and targets:

Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- 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.
- CRP9. Model integrity, ethical leadership and effective management.
- 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

9.1 Personal Financial Literacy: Income and Careers

- 9.1.12.A.3 Analyze the relationship between various careers and personal earning goals.
- 9.1.12.A.4 Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.

9.1 Personal Financial Literacy: Money Management

- 9.1.12.B.1 Prioritize financial decisions by systematically considering alternatives and possible consequences.
- 9.1.12.B.2 Compare strategies for saving and investing and the factors that influence how much should be saved or invested to meet financial goals.

9.1 Personal Financial Literacy: Credit and Debt Management

- 9.1.12.C.1 Compare and contrast the financial benefits of different products and services offered by a variety of financial institutions.
- 9.1.12.C.2 Compare and compute interest and compound interest and develop an amortization table using business tools.

9.2 Career Awareness, Exploration, and Preparation

- 9.2.12.C.1 Review career goals and determine steps necessary for attainment.

9.3 Career & Technical Education (CTE): Design/Pre-Construction (AC- DES)

- 9.3.12.AC- DES.1 Justify design solutions through the use of research documentation and analysis of data.
- 9.3.12.AC- DES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.

UNIT 1: Introduction to Interior Design

Targeted Standards: 9.3 Career & Technical Education (CTE) Content Area: 21st Century Life and Careers (Architecture & Construction and Arts, A/V Technology & Communications Career Cluster)

21st Century Skills/Career Ready Practices:
 CRP2. Apply appropriate academic and technical skills
 CRP7. Employ valid and reliable research strategies
 CRP11. Use technology to enhance productivity.

Unit Objectives/Enduring Understandings: Students will be able to identify factors and influences that affect housing and human needs.

Essential Questions: How does housing help people meet their human needs? How can designing a housing space affect quality of life?

Unit Assessment: Project completion through rubric assessment.

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts What students will know.	Skills What students will be able to do.	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
9.3.12.AC- DES.5 Identify the diversity of needs, values and social patterns in project design, including accessibility standards.	<p>Students will know all people have basic needs one that can be met by different housing options that are available.</p> <p>Students will know how people’s needs, goals and values influence their housing decisions according to their lifestyle</p>	<p>Students will be able to identify factors that affect housing and human needs</p> <p>Students will be able to determine the societal influences on housing and design styles</p> <p>Students will be able to compare past and current housing trends</p>	<p>Students will create a housing collage that explains their human needs</p> <p>Students will discuss housing and human needs.</p> <p>Students will briefly review exterior housing styles.</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● 1:1 check in ● Teacher Observation ● Class Participation ● Worksheets ● Do Nows ● Exit Slip ● Discussions <p>Summative Assessments</p> <ul style="list-style-type: none"> ● Check student work for quality and accuracy (rubric) ● Tests and/or quizzes

	<p>and life cycle</p> <p>Students will know how societal factors affect housing</p>			
<p>Resources: Essential Materials, Supplementary Materials, Links to Best Practices</p> <p>Housing and Interior Design, textbook</p> <p>Housing and Interior Design, workbook</p> <p>Classroom Video on Demand</p> <p>Laptops, internet research</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p>	

UNIT 2: Safety

Targeted Standards: 9.3 Career & Technical Education (CTE) Content Area: 21st Century Life and Careers (Architecture & Construction and Arts, A/V Technology & Communications Career Cluster)

21st Century Skills/Career Ready Practices:
 CRP1. Act as a responsible and contributing citizen and employee.
 CRP3. Attend to personal health and financial well-being
 CRP5. Consider the environmental, social and economic impacts of decisions.

Unit Objectives/Enduring Understandings: Students will understand the importance of safe use of equipment and safe practices.

Essential Questions: How is safety a personal and societal responsibility? How does having knowledge of available resources contribute to creating a quality product? How do I react in an emergency situation?

Unit Assessment: Project completion through rubric assessment and self assessment.

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts What students will know.	Skills What students will be able to do.	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
9.3.12.AC-CST.9 Safely use and maintain appropriate tools, machinery, equipment and resources to accomplish construction project goals. 9.3.12.AC-DES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications)	1. Safe classroom/lab procedures and expectations. 2. Names and the purpose of tools and equipment. 3. Proper handling, storing and use of tools and equipment. 4. What to do in the event of an emergency.	1. Explain the different types of safety hazards that may be found in schools and in their personal life. 2. Explain why safety plans are necessary for people at home, in school and in the community. 3. Create a safety plan through class	Students will discuss safe use and storage of tools and equipment. Students and teacher will generate a list of safety rules and procedures together. Teacher will introduce the lab area and explain what tools are used for. Students will review safety	Formative Assessments: <ul style="list-style-type: none"> ● 1:1 check in ● Teacher Observation ● Class Participation ● Worksheets ● Do Nows ● Exit Slip ● Discussions Summative Assessments <ul style="list-style-type: none"> ● Final Safety Assessment

<p>to work with clients and colleagues.</p> <p>9.3.12.ED.4 Evaluate and manage risks to safety, health and the environment in education and training settings.</p>		<p>collaboration and apply safety rules while working in the classroom.</p> <p>4. Demonstrate knowledge of safety rules and appropriate equipment usage by passing a safety test with a 90%.</p> <p>5. Perform accurate use of machine and equipment through stitch sheet practice.</p>	<p>procedures and protocols.</p> <p>Students will take a safety assessment.</p>	
<p>Resources: Essential Materials, Supplementary Materials, Links to Best Practices</p> <p>Housing and Interior Design, textbook</p> <p>Housing and Interior Design, workbook</p> <p>Classroom Video on Demand</p> <p>Laptops, internet research</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p>	

UNIT 3: The Design Process

Targeted Standards: 9.3 Career & Technical Education (CTE) Content Area: 21st Century Life and Careers (Architecture & Construction and Arts, A/V Technology & Communications Career Cluster)

21st Century Skills/Career Ready Practices:
 CRP6. Demonstrate creativity and innovation.
 CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Unit Objectives/Enduring Understandings: Students will be able to Identify the steps of the design process including but not limited to space evaluation, client’s needs and preferences, financial and time limitations, material resources and facilitation of the design

Essential Questions: How do I proceed through the interior design process? How will the design process help meet the client’s needs?

Unit Assessment: Project completion through rubric assessment.

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts What students will know.	Skills What students will be able to do.	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
9.3.12.AR- VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas. 9.3.ST- ET.4 Apply the elements of the design process.	<ul style="list-style-type: none"> Steps of the design process 	<ul style="list-style-type: none"> Apply steps of the design process to design problems Critique and justify design plans to address clients’ needs, goals, and resources Adjust design plans based on client input 	Students will review the five phases to the design process. Students will create, plan and present a profile for a client.	<p>Formative Assessments:</p> <ul style="list-style-type: none"> 1:1 check in Teacher Observation Class Participation Worksheets Do Nows Exit Slip Discussions <p>Summative Assessments</p> <ul style="list-style-type: none"> Check student work for quality and accuracy (rubric) Tests and/or quizzes Final Product

Resources: Essential Materials, Supplementary Materials, Links to Best Practices

- Housing and Interior Design, textbook
- Housing and Interior Design, workbook
- Classroom Video on Demand
- Laptops, internet research

Instructional Adjustments: Modifications, student difficulties, possible misunderstandings

UNIT 4: Using Decision Making Skills

Targeted Standards: 9.3 Career & Technical Education (CTE) Content Area: 21st Century Life and Careers (Architecture & Construction and Arts, A/V Technology & Communications Career Cluster)

21st Century Skills/Career Ready Practices:
 CRP5. Consider the environmental, social and economic impacts of decisions.
 CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Unit Objectives/Enduring Understandings: Students will be able to understand the different types of decisions and the steps of the decision making process. Students will demonstrate how to make wise decisions.

Essential Questions: How will wise decision making affect the design process?

Unit Assessment: Project completion through rubric assessment.

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts What students will know.	Skills What students will be able to do.	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
9.3.12.AC- DES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues. 9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning	<ul style="list-style-type: none"> ● Different types of decisions ● Steps of decision making process ● Review steps of the design process ● Terms to know: <ul style="list-style-type: none"> ○ Rational decision ○ Impulse decision ○ Habitual behavior ○ Central-satellite decision ○ Chain decision 	<ul style="list-style-type: none"> ● Apply steps of the decision making process to the design process ● Adjust design plans based on client input 	Students will review the five phases to the design process. Students will discuss decision making skills. Students will create, plan and present a profile for a client.	<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● 1:1 check in ● Teacher Observation ● Class Participation ● Worksheets ● Do Nows ● Exit Slip ● Discussions <p>Summative Assessments</p> <ul style="list-style-type: none"> ● Check student work for quality and accuracy (rubric) ● Tests and/or quizzes ● Final Product

<p>and a commitment to learning.</p> <p>9.3.ST- ET.1 Use STEM concepts and processes to solve problems involving design and/or production.</p>	<ul style="list-style-type: none"> ○ Human resources ○ Nonhuman resources 			
<p>Resources: Essential Materials, Supplementary Materials, Links to Best Practices</p> <ul style="list-style-type: none"> - Housing and Interior Design, textbook - Housing and Interior Design, workbook - Classroom Video on Demand - Laptops, internet research 			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p>	

UNIT 5: Design Elements and Principles

Targeted Standards: 9.3 Career & Technical Education (CTE) Content Area: 21st Century Life and Careers (Architecture & Construction and Arts, A/V Technology & Communications Career Cluster)

21st Century Skills/Career Ready Practices:
 CRP2. Apply appropriate academic and technical skills
 CRP6. Demonstrate creativity and innovation.
 CRP11. Use technology to enhance productivity.

Unit Objectives/Enduring Understandings: There are basic elements and principles of design that will create an aesthetically pleasing design. Color and textiles can have a psychological impact on the design.

Essential Questions: How to use the elements and principles to create a functioning and aesthetically pleasing design?

Unit Assessment: Project completion through rubric assessment.

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts What students will know.	Skills What students will be able to do.	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
9.3.12.AR- VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas. 9.3.ST- ET.1 Use STEM concepts and processes to solve problems involving design and/or production.	<ul style="list-style-type: none"> Effective design decision making skills Elements and principles of the interior design process How the elements of design effect aesthetics and function Definitions of the following terms: (color spectrum, primary colors, secondary 	<ul style="list-style-type: none"> Review and evaluate the use of design elements and principles Analyze the effects that the design elements and principles have on aesthetics and function Identify and apply characteristics and knowledge of color to create color schemes 	Students will discover design characteristics, elements & principles of design. Students will apply color theory knowledge throughout the design process. Students will set design goals. Students will create sample	<p>Formative Assessments:</p> <ul style="list-style-type: none"> 1:1 check in Teacher Observation Class Participation Worksheets Do Nows Exit Slip Discussions <p>Summative Assessments</p> <ul style="list-style-type: none"> Check student work for quality and accuracy (rubric) Tests and/or quizzes Final Product

<p>9.3.ST- ET.4 Apply the elements of the design process.</p>	<p>colors, tertiary colors, color harmony, form, proportion, scale, textiles)</p>		<p>design techniques.</p>	
<p>Resources: Essential Materials, Supplementary Materials, Links to Best Practices</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p>	

UNIT 6: Interior Backgrounds and Furnishings

Targeted Standards: 9.3 Career & Technical Education (CTE) Content Area: 21st Century Life and Careers (Architecture & Construction and Arts, A/V Technology & Communications Career Cluster)

21st Century Skills/Career Ready Practices:
 CRP6. Demonstrate creativity and innovation.
 CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
 CRP11. Use technology to enhance productivity.

Unit Objectives/Enduring Understandings: (Students will be able to.....)

Essential Questions:

Unit Assessment: Project completion through rubric assessment.

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts What students will know.	Skills What students will be able to do.	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
9.3.12.AR- VIS.3 Analyze and create two and three-dimensional visual art forms using various media. 9.3.ST.3 Describe and follow safety, health and environmental standards related to science, technology, engineering and mathematics (STEM) workplaces.	1. Definitions of the following: floor coverings, wall coverings, casual style, country style, eclectic style, antique and window treatments. 2. When to choose appropriate furnishings and coverings based on the client's needs.	<ul style="list-style-type: none"> Compare and contrast various furnishings, fixtures, and appliances available for interiors Evaluate features of materials available for interior backgrounds to complete design plans Select appropriate furnishings, fixtures, and appliances for a design project 	Students will create various design treatment samples (windows, walls, floor etc.) Students will research various furniture styles.	<p>Formative Assessments:</p> <ul style="list-style-type: none"> 1:1 check in Teacher Observation Class Participation Worksheets Do Nows Exit Slip Discussions <p>Summative Assessments</p> <ul style="list-style-type: none"> Check student work for quality and accuracy (rubric) Tests and/or quizzes Final Product

<p>9.3.ST- ET.1 Use STEM concepts and processes to solve problems involving design and/or production.</p> <p>9.3.ST- ET.4 Apply the elements of the design process.</p>		<ul style="list-style-type: none"> • Compare the appearance, texture, and maintenance of various floor, wall, ceiling, and lighting materials and coverings 		
<p>Resources: Essential Materials, Supplementary Materials, Links to Best Practices</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p>	

UNIT 7: Floor Planning and Housing Construction

Targeted Standards: 9.3 Career & Technical Education (CTE) Content Area: 21st Century Life and Careers (Architecture & Construction and Arts, A/V Technology & Communications Career Cluster)

21st Century Skills/Career Ready Practices:
 CRP2. Apply appropriate academic and technical skills
 CRP7. Employ valid and reliable research strategies
 CRP11. Use technology to enhance productivity.

Unit Objectives/Enduring Understandings: Students will be able to develop floor plans and plan safe and convenient traffic patterns.

Essential Questions: How can the floor plan layout affect the design process?

Unit Assessment: Project completion through rubric assessment.

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts What students will know.	Skills What students will be able to do.	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
9.3.12.AC- DES.5 Identify the diversity of needs, values and social patterns in project design, including accessibility standards. 9.3.12.AC.1 Use vocabulary, symbols and formulas common to architecture and construction. 9.3.12.AC.6 Read, interpret	Students will architectural symbols and how they are used. Students will know how to organize space by grouping rooms according to function. Students will know how to modify housing for people with physical disabilities.	Students will be able to identify factors that affect the flow of a floor plan. Students will be able to create and understand different views and sketches. Students will be able to discuss the purposes of different rooms.	Students will create hand drawn and electronic floor plans. Students will evaluate floor plans based on function. Students will review an effective floor plan.	Formative Assessments: <ul style="list-style-type: none"> ● 1:1 check in ● Teacher Observation ● Class Participation ● Worksheets ● Do Nows ● Exit Slip ● Discussions Summative Assessments <ul style="list-style-type: none"> ● Check student work for quality and accuracy (rubric) ● Tests and/or quizzes ● Final Product

<p>and use technical drawings, documents and specifications to plan a project.</p>				
<p>Resources: Essential Materials, Supplementary Materials, Links to Best Practices</p> <p>Housing and Interior Design, textbook</p> <p>Housing and Interior Design, workbook</p> <p>Classroom Video on Demand</p> <p>Laptops, internet research</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p>	

UNIT 8: Maintaining a Home

Targeted Standards: 9.3 Career & Technical Education (CTE) Content Area: 21st Century Life and Careers (Architecture & Construction and Arts, A/V Technology & Communications Career Cluster)

21st Century Skills/Career Ready Practices:
 CRP2. Apply appropriate academic and technical skills
 CRP7. Employ valid and reliable research strategies
 CRP11. Use technology to enhance productivity.

Unit Objectives/Enduring Understandings: Students will be able to evaluate and select the cleaning tools, products and schedule needed to maintain a home. Students will be able to explain how to use basic tools for common home repairs.

Essential Questions: How does maintaining and updating a home keep the home environment secure and comfortable?

Unit Assessment: Project completion through rubric assessment.

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts What students will know.	Skills What students will be able to do.	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
9.3.12.AC- DES.5 Identify the diversity of needs, values and social patterns in project design, including accessibility standards.	<p>Students will know the right cleaning tools and products needed to maintain a home.</p> <p>Students will know how to prioritize home responsibilities and repairs.</p>	<p>Students will be able to assess redecorating choices.</p> <p>Students will summarize ways to improve storage and organize space.</p> <p>Students will summarize resources for home maintenance.</p>	<p>Students will create a maintenance plan that would be best for themselves and their families.</p> <p>Students will discuss the importance of maintenance and decorating updates.</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● 1:1 check in ● Teacher Observation ● Class Participation ● Worksheets ● Do Nows ● Exit Slip ● Discussions <p>Summative Assessments</p> <ul style="list-style-type: none"> ● Check student work for quality and accuracy (rubric) ● Tests and/or quizzes ● Final Product

<p>Resources: Essential Materials, Supplementary Materials, Links to Best Practices</p> <p>Housing and Interior Design, textbook</p> <p>Housing and Interior Design, workbook</p> <p>Classroom Video on Demand</p> <p>Laptops, internet research</p>	<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p>
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UNIT 9: Technology and Energy Efficiency in Housing Design

Targeted Standards: 9.3 Career & Technical Education (CTE) Content Area: 21st Century Life and Careers (Architecture & Construction and Arts, A/V Technology & Communications Career Cluster)

21st Century Skills/Career Ready Practices:
 CRP2. Apply appropriate academic and technical skills
 CRP7. Employ valid and reliable research strategies
 CRP11. Use technology to enhance productivity.

Unit Objectives/Enduring Understandings: Students will be able to analyze design and housing trends, including green and sustainable buildings and technology in housing.

Essential Questions: How can we conserve energy and maintain a clean environment by our housing and design choices?

Unit Assessment: Project completion through rubric assessment.

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts What students will know.	Skills What students will be able to do.	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
9.3.12.AC- DES.5 Identify the diversity of needs, values and social patterns in project design, including accessibility standards.	<p>Students will know eco-friendly options available to them.</p> <p>Students will know the pros and cons of energy efficient products and technology.</p>	<p>Students will be able to identify the most energy efficient options and technology for their housing needs.</p> <p>Students will be able to determine innovation housing solutions.</p>	<p>Students will create a list of how they can make energy efficient and technology improvements at home.</p> <p>Students will explore the pros and cons of these adjustments.</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● 1:1 check in ● Teacher Observation ● Class Participation ● Worksheets ● Do Nows ● Exit Slip ● Discussions <p>Summative Assessments</p> <ul style="list-style-type: none"> ● Check student work for quality and accuracy (rubric) ● Tests and/or quizzes ● Final Product

<p>Resources: Essential Materials, Supplementary Materials, Links to Best Practices</p> <p>Housing and Interior Design, textbook</p> <p>Housing and Interior Design, workbook</p> <p>Classroom Video on Demand</p> <p>Laptops, internet research</p>	<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p>
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UNIT 10: Careers in Interior Design

Targeted Standards: 9.3 Career & Technical Education (CTE) Content Area: 21st Century Life and Careers (Architecture & Construction and Arts, A/V Technology & Communications Career Cluster)

21st Century Skills/Career Ready Practices:
 CRP10. Plan education and career paths aligned to personal goals.
 CRP11. Use technology to enhance productivity.

Unit Objectives/Enduring Understandings: Students will understand that there are various careers related to the Interior Design Field.

Essential Questions: What opportunities are available in the interior design industry?

Unit Assessment: Project completion through rubric assessment.

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts What students will know.	Skills What students will be able to do.	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
9.3.12.AC.7 Describe career opportunities and means to achieve those opportunities in each of the Architecture & Construction Career Pathways	1. The skills and education necessary to become successful in this field. 2. The great deal of diversity needed in the interior design field.	1. Explain the roles and functions of interior design professionals 2. Analyze career pathways and opportunities for employment and entrepreneurial endeavors 3. Research various career information using technology	Students will conduct career research. Students will discover career pathways related to Interior Design.	Formative Assessments: <ul style="list-style-type: none"> ● 1:1 check in ● Teacher Observation ● Class Participation ● Worksheets ● Do Nows ● Exit Slip ● Discussions Summative Assessments <ul style="list-style-type: none"> ● Check student work for quality and accuracy (rubric) ● Tests and/or quizzes

Resources: Essential Materials, Supplementary Materials, Links to Best Practices

Instructional Adjustments: Modifications, student difficulties, possible misunderstandings