

Wilson Area School District Planned Course Guide

Title of planned course: Interior Design

Subject Area: Family and Consumer Science

Grade Level: 9-12

Course Description: In this course, students will be introduced to knowledge, skills, and elements involved in housing, interiors, furnishings, as well as textiles from a design perspective. Career paths within this industry will be explored. Evaluation of decisions concerning financial and resource management with a focus on options in the area of interior design will be studied.

Time/Credit for this Course: Half Year / 0.5 Credit

Curriculum Writing Committee: Sue Johnson

Curriculum Map

August/January:	Housing and Human Needs
September/February:	Housing and Human Needs Decision Making Understanding House Plans
October/March:	Selecting Appliances and Electronics Elements of Design
November/April:	Principles of Design Furniture Styles, Construction, and Arranging
December/May:	Furniture Styles, Construction, and Arranging Window Treatments, Lighting, and Accessories Maintaining a Home Careers in Housing and Interiors
January/June:	Planning and Presenting Interior Designs

Wilson Area School District Planned Course Materials

Course Title: Interior Design

Textbook: Housing and Interior Design, 10th Edition
Goodheart-Willcox Company
2012

Supplemental Books: Interior Design, by Stephanie A. Clemons
Goodheart-Willcox Company
2017

Teacher Resources:

- familyconsumersciences.com
- justfacs.com
- creativehomeowner.com
- uen.org
- cteonline.org

Curriculum Scope & Sequence

Planned Course: Interior Design

Unit: Housing and Human Needs

Time frame: 2 weeks

State Standards: 11.1.9C, 11.1.12C

Essential content/objectives: At the end of the unit, students will be able to:

- Assess how housing helps people meet their needs
- Analyze factors that affect housing choices, including values, space, costs, roles, and lifestyles
- Examine ways housing affects quality of life

Core Activities: Students will complete/participate in the following:

- Journal entries - Personnel Preferences
- Maslow's Hierarchy of Human Needs
- Values Inventory
- "Dream House" Project
- Video Clips - Housing Examples

Extensions:

- Team building activity
- Example illustrations
- Cultural Influences

Remediation:

- Tutoring
- Outlining
- Review questions/study guides

Instructional Methods:

- Direct Instruction
- Journal writing
- Small and large group discussion
- Independent research
- Jigsaw pairing
- Projects

Materials & Resources:

- Housing and Interior Design textbook
- Smart board
- Projector
- Chromebooks
- Magazines

Assessments:

- Questioning
- Presentations
- Observations
- Rubrics

Curriculum Scope & Sequence

Planned Course: Interior Design

Unit: Decision Making

Time frame: 1 week

State Standards: 11.1.12B, 11.1.12C

Essential content/objectives: At the end of the unit, students will be able to:

- Summarize the different types of decisions
- Identify human and nonhuman resources
- Summarize the steps of the decision making process
- Demonstrate how to make wise decisions

Core Activities: Students will complete/participate in the following:

- Journal entries - Decision making prompts
- Book reading/Questioning
- Slide Presentation
- Decision making scenarios
- Decision making steps/application
- Group discussion of Human and Nonhuman resources

Extensions:

- Problem solving situations
- Sample situations

Remediation:

- Daily review of steps
- Tutoring
- Peer support

Instructional Methods:

- Direct instruction
- Small and large group discussion
- Internet research
- Product creation
- Written questioning

Materials & Resources:

- Housing and Interior Design Book
- Smart board
- Projector
- Chromebooks

Assessments:

- Case analysis
- Problem-solving exercises
- Questioning
- Observation
- Written responses

Curriculum Scope & Sequence

Planned Course: Interior Design

Unit: Understanding House Plans

Time frame: 2 weeks

State Standards: 11.2.12A, 11.2.12D

Essential content/objectives: At the end of the unit, students will be able to:

- Interpret architectural drawings
- Describe how computers can assist in understanding house plans
- Organize space by grouping rooms according to function
- Plan safe and convenient traffic patterns
- Evaluate storage needs and space
- Summarize ways to modify housing for people with physical disabilities

Core Activities: Students will complete/participate in the following:

- Demonstrate drawing a floor plan
- Student practice drawing a floor plan
- Identify floor plan symbols
- Slide presentation on work triangle
- Kitchen layout labeling
- Traffic pattern questions
- Kitchen layout project
- Kitchen trends research

Extensions:

- Guest speaker - Architect
- Designer demonstrate (BIM)
- Elevation View Samples

Remediation:

- Outlining
- Peer support
- Study guides/worksheets
- Tutoring

Instructional Methods:

- Direct instruction
- Small and large group discussion
- Internet Research
- Demonstration
- Product creation
- Oral presentation
- Questioning
- Independent Exercises

Materials & Resources:

- Housing and Interior Design Book
- Chromebooks
- Smart board
- Projector
- Kitchen materials
- Graph paper
- Rulers

Assessments:

- Problem-solving exercises
- Questioning
- Presentations
- Observation
- Product creation/rubric

Curriculum Scope & Sequence

Planned Course: Interior Design

Unit: Selecting Appliances and Electronics

Time frame: 1 week

State Standards: 11.1.9D, 11.1.12D, 11.1.12F

Essential content/objectives: At the end of the unit, students will be able to:

- Analyze information for selecting appliances and consumer electronics
- Evaluate choices in styles and features of various kitchen appliances including manufacturers, materials, care, and maintenance
- Select appliances and consumer electronics to meet specific needs

Core Activities: Students will complete/participate in the following:

- Journal entry - identify essential appliances for a kitchen
- Book reading and answering questions
- Slide presentation on Energy Guides, finishes, and features
- Warranty outline and discussion
- Student research on appliance comparison

Extensions:

- Guest speaker - appliance sales manager
- Internet research
- Problem-solving situations
- Consumer report review

Remediation:

- Outlining
- Peer support
- Tutoring
- Study guides/worksheets

Instructional Methods:

- Direct instruction
- Independent exercises
- Writing reflectively
- Cooperative groups
- Internet research
- Charting information

Materials & Resources:

- Housing and Interior Design Book
- Consumer Report Magazines/Library
- Smart board
- Projector
- Chromebooks
- Worksheets

Assessments:

- Questioning
- Observation
- Classwork assignment
- Product creation
- Self-evaluation

Curriculum Scope & Sequence

Planned Course: Interior Design

Unit: Elements of Design

Time frame: 3 weeks

State Standards: 11.2.9D, 11.2.12D

Essential content/objectives: At the end of the unit, students will be able to:

- Summarize the characteristics of good design
- Evaluate the use of the elements of design in residential interiors
- Analyze the psychological impact of the elements of design on people
- Analyze the effects the elements of design have on aesthetics and function
- Analyze the psychological impact and meaning of different colors
- Analyze and describe the relationships between colors on the color wheel
- Evaluate the use of color harmonies in planning interior designs

Core Activities: Students will complete/participate in the following:

- Sample pictures of Elements of Design
- Slide presentation on Elements Descriptions and Examples
- Book reading and answering questions
- Elements Portfolio Project
- Color Personality Test
- Color video
- Paint Color Wheel
- Color Psychology
- Color Scheme Representation on room sketches

Extensions:

- Color research
- Design characteristics definitions

Remediation:

- Daily review
- Outlining
- Peer support
- Tutoring

Instructional Methods:

- Direct Instruction
- Product creation
- Writing reflectively
- Large and small group discussion
- Book research
- Internet research

Materials & Resources:

- Housing and Interior Design Book
- Smart Board
- Projector
- Chromebooks
- Paint
- Crayons
- Room sketches
- Worksheets

Assessments:

- Questioning
- Observation
- Classwork assignment
- Product creation
- Cooperative group work
- Self-evaluation

Curriculum Scope & Sequence

Planned Course: Interior Design

Unit: Principles of Design

Time frame: 3 weeks

State Standards: 11.2.9D, 11.2.12D

Essential content/objectives: At the end of the unit, students will be able to:

- Evaluate the use of principles of design in residential interiors
- Summarize the goals of design
- Analyze the effects of sensory design

Core Activities: Students will complete/participate in the following:

- Slide presentation and outline on principles of design
- Sample pictures of principles of design
- Book reading and question response
- Principles portfolio project
- Principles description

Extensions:

- Discuss how the elements and principles relate
- Factors that add visual weight to furniture

Remediation:

- Daily review
- Outlining
- Peer support
- Tutoring

Instructional Methods:

- Direct instruction
- Product creation
- Visual descriptions
- Internet research
- Writing reflectively

Materials & Resources:

- Art supplies
- Magazines
- Smart board
- Projector
- DVD player

Assessments:

- Observations
- Participation
- Product creation
- Test
- Self-evaluation

Curriculum Scope & Sequence

Planned Course: Interior Design

Unit: Furniture Styles, Construction, and Accessories

Time frame: 2 weeks

State Standards: 11.2.9D, 11.2.12D

Essential content/objectives: At the end of the unit, students will be able to:

- Analyze various furniture styles
- Evaluate quality furniture construction
- Analyze ways to arrange furniture effectively
- Evaluate how to select appropriate furnishings

Core Activities: Students will complete/participate in the following:

- Identify furniture names activity
- Book reading and research worksheet
- Furniture styles slide presentation with illustrations
- Traffic pattern discussion/guidelines outline
- Furniture arranging slide presentation
- “Social area” project

Extensions:

- Furniture store manager - guest speaker
- Internet research - furniture materials

Remediation:

- Outline
- Peer support
- Tutoring

Instructional Methods:

- Direct Instruction
- Small and large group discussion
- Internet research
- Product creation
- Oral presentation

Materials & Resources:

- Housing and Interior Design Book
- Projector
- Chromebooks
- Smart board
- Worksheets

Assessments:

- Participation
- Classwork
- Observation
- Product rubric

Curriculum Scope & Sequence

Planned Course: Interior Design

Unit: Window Treatments, Lighting, and Accessories

Time frame: 1 week

State Standards: 11.2.9D, 11,2.12D

Essential content/objectives: At the end of the unit, students will be able to:

- Summarize different types of window treatments
- Contrast types of lighting available for residential use
- Summarize the properties of light
- Distinguish between structural and nonstructural lighting
- Summarize guidelines for the use, placement, and care of accessories

Core Activities: Students will complete/participate in the following:

- Book reading
- Chart creation of window treatments, wall treatments, and floor treatments
- Picture representation of window treatments, lighting, and accessories

Extensions:

- Research the different styles of blinds
- Guest speaker - fabric store manager - various types of fabric for drapes

Remediation:

- Daily review
- Tutoring
- Peer support

Instructional Methods:

- Direct instruction
- Charting information
- Large and small group discussion
- Small group presentation

Materials & Resources:

- Projector
- Chromebooks
- Smart board
- Magazines
- Housing and Interior Design Book

Assessments:

- Observation
- Writing assignment
- Product creation
- Questioning
- Book research

Curriculum Scope & Sequence

Planned Course: Interior Design

Unit: Careers in Housing and Interiors

Time Frame: 1 week

State Standards: 11.2.12C

Essential content/objectives: At the end of the unit, students will be able to:

- Evaluate important factors involved in considering careers
- Demonstrate how to use sources of career information
- Distinguish between different career levels

Core Activities: Students will complete/participate in the following:

- Book research and answering questions
- Slide presentation on researching a career
- Career research project and evaluation

Extensions:

- Internet research on alternative career levels
- Guest speaker - Guidance Counselor

Remediation:

- Tutoring
- Peer support
- Review questions/study guides

Instructional Methods:

- Book research
- Internet research
- Project creation

Materials & Resources:

- Housing and Interior Design Book
- Chromebooks
- Smart board
- Projector
- Career research outline

Assessments:

- Project creation
- Observation
- Self-evaluation
- Problem-solving exercises

Curriculum Scope & Sequence

Planned course: Interior Design

Unit: Planning and Presenting Interior Design

Time frame: 2 weeks

State Standards: 11.2.9D, 11.2.12D

Essential content/objectives: At the end of the unit, students will be able to:

- Develop an interior design presentation
- Apply design knowledge, skills, processes, and oral, written and visual presentation skills to communicate design ideas

Core Activities: Students will complete/participate in the following:

- “Creating Spaces” project for a living room, bedroom, and kitchen
- Color board
- Budget sheet

Extensions:

- Guest speaker - Interior designer
- Accessories

Remediation:

- Review
- Tutoring
- Peer support

Instructional Methods:

- Direct Instruction
- Project creating
- Internet research

Materials & Resources:

- Budget Sheets
- Project rubric
- Graph paper
- Rulers
- Magazines

Assessments:

- Project creation
- Observation
- Participation
- Self-evaluation