

WGSD Curriculum
Family and Consumer Science Department

Course: Housing and Interior Design

Grade Level: 9-12

LG 1 Housing Needs

High Priority Standards

National Standards for Family and Consumer Sciences Education

Comprehensive Standard

Integrate knowledge, skills, and practices required for careers in housing and interior design.

Content Standard

11.3: Evaluate housing and design concepts and theories, including green design, in relation to available resources and options.

11.2.2: Analyze the psychological impact that the principles and elements of design have on the individual.

11.2.3: Analyze the effects that the principles and elements of design have on aesthetics and function.

Learning Goal	Proficiency Scale
<p>Students will understand how internal and external conditions influence choices of housing.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none">• Comparing factors that affect housing choices; including personal values, space, economics, lifestyle roles, and needs.• Analyzing reasons for why lifestyles sometimes change over a person's life. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: housing, microenvironment, needs, esteem, self-actualization, values, living unit,

WGSD Curriculum
Family and Consumer Science Department

human ecology.

- Performing processes such as:
 - Describing different types of housing.
 - Discussing how people choose a place to live.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

WGSD Curriculum
Family and Consumer Science Department

Course: Housing and Interior Design

Grade Level: 9-12

LG 2 Housing Choice

High Priority Standards

National Standards for Family and Consumer Sciences Education

Comprehensive Standard

Integrate knowledge, skills, and practices required for careers in housing and interior design.

Content Standard

11.3: Evaluate housing and design concepts and theories, including green design, in relation to available resources and options.

11.2.2: Analyze the psychological impact that the principles and elements of design have on the individual.

11.2.3: Analyze the effects that the principles and elements of design have on aesthetics and function.

Learning Goal	Proficiency Scale
Students will understand that priorities affect living conditions.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">• Evaluating the role that region, community, and neighborhoods play when people consider housing.• Analyzing factors that may influence a person's choice when determining a place to live such as type of home, universal design, landscaping, region, and budget. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: region, community,

WGSD Curriculum
Family and Consumer Science Department

neighborhood, site, landscaping, public zone, home, condominium, cooperative, modular home, pre-cut house, kit house, universal design, fair housing act.

- Performing processes such as:
 - Describing different types of housing.
 - Identifying which type of housing best meets the needs of people with special needs.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

WGSD Curriculum
Family and Consumer Science Department

Course: Housing and Interior Design

Grade Level: 9-12

LG 3 Evolution of Housing Styles

High Priority Standards

National Standards for Family and Consumer Sciences Education

Comprehensive Standard

Integrate knowledge, skills, and practices required for careers in housing and interior design.

Content Standard

11.5: Analyze design and development of architecture, interiors, and furnishing through the ages.

11.5.2: Explain societal and technological trends on periods of architecture and interior design through the ages.

11.5.3: Illustrate the development of architectural styles through throughout history.

Learning Goal	Proficiency Scale
Students will understand how architecture has evolved over time.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">Analyzing the impact of technology, environment, historical events, culture and societal on architecture including homes. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">Recognizing and recalling specific vocabulary, such as: stucco, gable roof, Dutch colonial, gambrel roof, pent roof, mansard roof, French provincial, Cape Cod, saltbox, garrison, Georgian, hip roof, balustrade, Federal, Portico, pediment, Greek revival, southern colonial, belvedere.

WGSD Curriculum
Family and Consumer Science Department

- Performing processes such as:
 - Identifying housing styles, including modern, traditional, and contemporary.
 - Identifying societal trends and life cycle changes that affect housing.
 - Identifying how housing helps to satisfy needs and personal priorities.
 - Explaining the importance of historical preservation of older homes.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Design

Create a historical housing infographic.
Evaluate floor plans with a check list.
Create a furniture style guide.

WGSD Curriculum
Family and Consumer Science Department

Course: Housing and Interior Design

Grade Level: 9-12

LG 4 Construction Plans

High Priority Standards

National Standards for Family and Consumer Sciences Education

Comprehensive Standard

Integrate knowledge, skills, and practices required for careers in housing and interior design.

Content Standard

11.4: Demonstrate design, construction document reading, and space planning skills required for the housing, interior design, and furnishings industries.

11.4.1: Interpret information provided on construction documents.

11.4.2: Evaluate floor plans for efficiency and safety in areas including but not limited to zones, traffic patterns, storage, and electrical and mechanical systems.

Learning Goal	Proficiency Scale
Students will be able to design a house.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">• Interpreting architectural drawings.• Applying knowledge of plans and blueprints to create a unique design. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: architectural drawings, specifications, print, alphabet of lines, symbols, plan view, floor plan, work triangle, alcove, traffic pattern, foundation, footing, sill plate, joist, girder,

WGSD Curriculum
Family and Consumer Science Department

	<p>subflooring, header, rafter, ridge.</p> <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Describing how to use a scale floor plan to arrange furniture.○ Explaining the symbols and specifications on architectural drawings.○ Identifying traffic patterns.○ Using digital tools to read and design floor plans.○ Describing storage needs and space. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">• Use software to design a floor plan.• Organize living space by function.• Plan safe and convenient traffic patterns.	

WGSD Curriculum
Family and Consumer Science Department

Course: Housing and Interior Design

Grade Level: 9-12

LG 5 Elements and Principles of Design

High Priority Standards

National Standards for Family and Consumer Sciences Education

Comprehensive Standard

Integrate knowledge, skills, and practices required for careers in housing and interior design.

Content Standard

Learning Goal

Students will be able to apply the elements and principles of design in a home setting.

Proficiency Scale

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Applying the golden rectangle, golden mean and golden section to achieve proportion in design.
- Analyzing how perception of space is influenced by principles such as repetition, mass, balance, and unity.
- Comparing the effects the elements and principles of design have on aesthetics.

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: design, function,

WGSD Curriculum
Family and Consumer Science Department

aesthetics, horizontal line, vertical line, diagonal line, curved line, form, space, mass, texture, : proportion, golden rectangle, golden mean, golden section, scale, visual weight, balance, formal balance, informal balance, emphasis, rhythm, repetition, gradation, radiation, opposition, transition, harmony, unity, sensory design.

- Performing processes such as:
 - Identifying the goals of creating a balanced design.
 - Identifying the elements of good design.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

Students know how to:

- Identify all the elements of design.
- Describe proportion.

WGSD Curriculum
Family and Consumer Science Department

Course: Housing and Interior Design

Grade Level: 9-12

LG 6 Color

High Priority Standards

National Standards for Family and Consumer Sciences Education

Comprehensive Standard

Integrate knowledge, skills, and practices required for careers in housing and interior design.

Content Standard

Learning Goal

Students will understand the role of color in living spaces.

Proficiency Scale

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Analyzing how color affects human behavior.
- Creating examples of color harmonies that are balanced and aesthetically pleasing.

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: color spectrum, color wheel, primary color, secondary color, intermediate colors, hue, value, tint, shade, intensity, complement, pigment, monochromatic, analogous, complementary, triadic, neutral.
- Performing processes such as:

WGSD Curriculum
Family and Consumer Science Department

- Identifying factors to consider when planning a color scheme.
- Describing the effect of light on the color used in a home.
- Explaining the relationships between colors on the color wheel.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

WGSD Curriculum
Family and Consumer Science Department

Course: Housing and Interior Design

Grade Level: 9-12

LG 7 Surface Materials

High Priority Standards

National Standards for Family and Consumer Sciences Education

Comprehensive Standard

Integrate knowledge, skills, and practices required for careers in housing and interior design.

Content Standard

11.3: Apply housing and interior design knowledge, skills and processes to meet specific design needs.

Learning Goal	Proficiency Scale
Students will understand how to create interiors using a variety of materials and textiles.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">• Applying knowledge of traffic patterns, family needs, color preferences, harmony and balance to choices of hard surfaces in the home. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: textile, fiber, resiliency, trade name, yarn, blend, combination, weaving, warp, weft, wale, float, flooring materials, floor covering, acoustical.• Performing processes such as:<ul style="list-style-type: none">○ Identifying the characteristics of textiles used in homes.○ Distinguishing between man-made and natural materials.

WGSD Curriculum
Family and Consumer Science Department

- Comparing cost and care for floor treatments.
- Identifying countertop materials for kitchens and baths.
- Explaining the characteristics and benefits of soft surfaces in the home.
- Examining textile laws and their benefit to the homeowner.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

Students know how to:

WGSD Curriculum
Family and Consumer Science Department

Course: Housing and Interior Design

Grade Level: 9-12

LG 8 Furniture

High Priority Standards

National Standards for Family and Consumer Sciences Education

Comprehensive Standard

Integrate knowledge, skills, and practices required for careers in housing and interior design.

Content Standard

11.3: Apply housing and interior design knowledge, skills and processes to meet specific design needs.

Learning Goal

Students will be able to select furniture based on need, space, cost, and construction materials.

Proficiency Scale

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Evaluating different furniture styles for specific settings.
- Comparing materials and construction to determine quality of furnishings.

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: antiques, collectibles, wood grain, box springs, water bed, bonded wood, veneered wood, scale floor plan, template, restore, eclectic.
- Performing processes such as:
 - Describing comfortable furniture arrangements for various life styles.
 - Identifying government regulations that apply to consumer health and safety

WGSD Curriculum
Family and Consumer Science Department

	<p>in the home.</p> <ul style="list-style-type: none">○ Explaining the use of scaled floor plans to select and arrange furniture. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
--	---

WGSD Curriculum
Family and Consumer Science Department

Course: Housing and Interior Design

Grade Level: 9-12

LG 9 Lighting

High Priority Standards

National Standards for Family and Consumer Sciences Education

Comprehensive Standard

Integrate knowledge, skills, and practices required for careers in housing and interior design.

Content Standard

11.3: Apply housing and interior design knowledge, skills and processes to meet specific design needs.

Learning Goal	Proficiency Scale
Students will understand how window treatments and lighting can enhance a home.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">• Creating a lighting plan for a home.• Evaluating different types of artificial light sources. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: draperies, curtains, shades, shutters, blinds, incandescent light, halogen light, fluorescent light, direct light, footcandle.• Performing processes such as:<ul style="list-style-type: none">○ Identifying types of window coverings and the benefits/drawbacks of each.

WGSD Curriculum
Family and Consumer Science Department

- Describing the properties of light artificial and natural light.
- Describing structural and nonstructural lighting.
- Explaining structural and non-structural lighting.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

WGSD Curriculum
Family and Consumer Science Department

Course: Housing and Interior Design

Grade Level: 9-12

LG 10 Appliances

High Priority Standards

National Standards for Family and Consumer Sciences Education

Comprehensive Standard

Integrate knowledge, skills, and practices required for careers in housing and interior design.

Content Standard

11.3: Apply housing and interior design knowledge, skills and processes to meet specific design needs.

Learning Goal	Proficiency Scale
Students will be able to select appliance and electronics for a home.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">• Evaluating available information for selecting appliances and electronics such as Consumer Reports, owner reviews, and advertisement.• Analyzing appliances used to meet the unique needs of people including those with special needs. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: appliances, warranty, energy guide labels, induction cooktop, self-cleaning oven, convection oven, dehumidifier, humidifier.• Performing processes such as:

WGSD Curriculum
Family and Consumer Science Department

- Identifying good choices of appliances for various needs.
- Identifying choices in styles and features of various appliances such as kitchen, laundry, and climate control items.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

WGSD Curriculum
Family and Consumer Science Department

Course: Housing and Interior Design

Grade Level: 9-12

LG 11 Maintenance

High Priority Standards

National Standards for Family and Consumer Sciences Education

Comprehensive Standard

Integrate knowledge, skills, and practices required for careers in housing and interior design.

Content Standard

11.4: Demonstrate design, construction document reading, and space planning skills required for the housing, interior design, and furnishings industries.

11.4.5: Apply building codes, universal guidelines, and regulations in space planning and furniture arrangement.

Learning Goal

Students will understand the need to create a safe and attractive environment.

Proficiency Scale

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Comparing techniques of preventative maintenance to keep a home secure and retain its value.
- Evaluating the methods that can be used to protect a home from dangers such as carbon monoxide, fire, and intruders.

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: landscape, xeriscape, soil

WGSD Curriculum
Family and Consumer Science Department

	<p>conservation, sunroom, precautions, electrical shock, toxic, radon, smoke detector, escape plan, alarm system.</p> <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Identifying ways that will make a home more secure for people with special needs.○ Describing available resources for home maintenance and care.○ Explaining the goals of landscaping. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
--	---

WGSD Curriculum
Family and Consumer Science Department

Course: Housing and Interior Design

Grade Level: 9-12

LG 12 Careers

High Priority Standards

National Standards for Family and Consumer Sciences Education

Comprehensive Standard

Integrate knowledge, skills, and practices required for careers in housing and interior design.

Content Standard

11.1 Analyze career paths within the housing, interior design, and furnishings industries.

11.1.1 Explain the roles and functions of individuals engaged in housing and interior design careers.

11.1.3 Summarize education, training, and credentialing requirements and opportunities for career paths in housing and interior design.

Learning Goal	Proficiency Scale
<p>Students will understand what careers paths exist in interior design and housing.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Determining what skills are needed to promote oneself in a career search. • Assessing the services provided by professional trade organizations. • Establishing career goals. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: career cluster, job description, apprentice, cooperative education, entrepreneurs, career ladder, career

WGSD Curriculum
Family and Consumer Science Department

	<p>lattice, leadership, multiple roles, dual-career families.</p> <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Identifying factors to consider when choosing a career.○ Identifying personal strengths.○ Identifying requirements for professional certifications.○ Describing the steps in the hiring process, such as interview, follow-ups, acceptance or rejection.○ Explaining the relationship between education and potential income.○ Examining personal characteristics to determine interests, skills and knowledge related to career choices. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
--	---