

Pascack Valley Regional High School District

**Pascack Hills High School, Montvale, New Jersey
Pascack Valley High School, Hillsdale, New Jersey**

Course Name: INTERIOR DESIGN

Born On: August, 2015
Previous Revision: July, 2020
Current Revision: August 2023
Board Approval: 8/28/23

COURSE DESCRIPTION: INTERIOR DESIGN

Interior Design will serve as an introduction to the design and utilization of interior spaces and environments.

Aspects of function, form, and cultural behavior with emphasis on space planning, furniture, color and lighting for the private home and apartment will be explored as a reference to establish new directions for the development of individual projects.

This course is designed to include various learning experiences consisting of historic and contemporary films, readings on current decorating schemes, field trips, and ability to learn how to execute scale drawings of floor plans and miniature housing duplications

Standard 9: Career Readiness, Life Literacies and Key Skills

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, Career Readiness, Life Literacies and Key Skills, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

Mission: Career Readiness, Life Literacies, and Key Skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

Vision: To integrate Career Readiness, Life Literacies, and Key Skills across the 9-12 curriculum and in Career and Technical Education (CTE) programs to foster a population that:

- Continually self-reflects and seeks to improve the essential life and career practices that lead to success.
- Uses effective communication and collaboration skills and resources to interact with a global society.
- Is financially literate and financially responsible at home and in the broader community.

- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions. Seeks to attain skill and content mastery to achieve success in a chosen career path.

The *Disciplinary Concepts and Core Ideas* are the joists and play an integral role in the framing by making connections among the performance expectations. Core ideas help to prioritize the important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They provide clear guidance as to what should be the focus of learning by the end of each grade band level (i.e., end of grade 12).

The Standards: Standard 9 is composed of the Career Ready Practices and **Standards 9.1, 9.2, 9.3, 9.4** which are outlined below:

The following content statements can be integrated into any of the adopted Family & Consumer Science strands:

- **The 12 Career Ready Practices**

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

- **9.1 Personal Financial Literacy**

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

- Civic Financial Responsibility
- Credit and Debt Management
- Credit Profile
- Economic and Government Influences
- Financial Institutions
- Financial Psychology
- Planning & Budgeting
- Risk Management and Insurance

- **9.2 Career Awareness, Exploration, and Preparation**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

- **9.3 Career and Technical Education**

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

- **9.4 Life Literacies and Key Skills**

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.*

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Digital Citizenship
- Global and Cultural Awareness
- Information and Media Literacy
- Technology Literacy

The core ideas are derived from the disciplinary concepts and students' understandings increase in sophistication over time as they engage with these ideas in new and varied contexts. The core ideas are what is most essential for students to learn and represent the knowledge and skills that they should be able to apply to new situations outside of the school experience. Curriculum writers and educators can use these core ideas as the basis for formative, summative, and benchmark assessments.

For NJSLS-CLKS, abbreviated forms of the disciplinary concepts are included in the alphanumeric code. The disciplinary concepts were abbreviated as follows:

- Civic Financial Responsibility (CFR)
- Credit Profile (CP)
- Financial Psychology (FP)
- Financial Institutions (FI)
- Planning and Budgeting (PB)
- Risk Management and Insurance (RMI)
- Economic and Government Influences (EGI)
- Career Awareness and Planning (CAP)

- Creativity and Innovation (CI)
- Critical Thinking and Problem-Solving (CT)
- Digital Citizenship (DC)
- Global and Cultural Awareness (GCA)
- Information and Media Literacy (IML)
- Technology Literacy (TL)

Family & Consumer Science and Technology Indicators

As teaching, learning and curriculum across New Jersey evolves to better meet student needs, teachers when addressing standards in music are expected to integrate the adopted 8.1 Educational Technology, 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming, and 21st Century Skills into their classroom practice. To that end, teachers will be expected to apply the following anchor standards into their classroom practice.

The following content statements can be integrated into any of the adopted Family & Consumer Strands strands:

8.1 Educational Technology

- Understand and use technology systems.
- Select and use applications effectively and productively.
- Apply existing knowledge to generate new ideas, products, or processes
- Create original works as a means of personal or group expression.
- Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
- Communicate information and ideas to multiple audiences using a variety of media and formats.
- Develop cultural understanding and global awareness by engaging with learners of other cultures.
- Contribute to project teams to produce original works or solve problems.
- Advocate and practice safe, legal, and responsible use of information and technology.
- Demonstrate personal responsibility for lifelong learning.
- Exhibit leadership for digital citizenship.
- Plan strategies to guide inquiry.
- Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.

- Process data and report results.
- Identify and define authentic problems and significant questions for investigation.
- Plan and manage activities to develop a solution or complete a project.
- Collect and analyze data to identify solutions and/or make informed decisions.
- Use multiple processes and diverse perspectives to explore alternative solutions.

8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming

- The characteristics and scope of technology.
- The core concepts of technology.
- The relationships among technologies and the connections between technology and other fields of study.
- The cultural, social, economic and political effects of technology.
- The effects of technology on the environment.
- The role of society in the development and use of technology.
- The influence of technology on history.
- The attributes of design.
- The applications of engineering design.
- The role of troubleshooting, research and development, invention and innovation and experimentation in problem solving.
- Apply the design process.
- Use and maintain technological products and systems
- Assess the impact of products and systems
- Computational thinking and computer programming as tools used in design and engineering

Instructional resources are available to educators to teach Family & Consumer Science with students' diverse interests and needs in mind. The below lists represent current and prominent instructional resources that are referenced often in classrooms. Digital sources are hyperlinked.

Career Readiness Partner Council. (2014). What it Means to be Career Ready? https://cte.careertech.org/sites/default/files/CRPC_4pager.pdf

Advance CTE: State Leaders Connecting Learning to Work. (2014, June) The Common Career

Technical Core. <https://www.careertech.org/cctc>

Folkers, D. R. (2011, October). Setting a New Standard with a Common Career Technical Core. *Techniques*.

Partnership for 21st Century Skills. <http://www.p21.org/>

New Jersey Career Assistance: <https://portal.njcis.intocareers.org/>

National Career Clusters: <http://www.nj.gov/education/cte/career/>

[WIDA Standards 2012](#)

Assessments

The Career Ready Practices will develop on a continuum and utilize formative assessments. Students should be encouraged to self-reflect on their progress in the practices, and portfolios can be a strong vehicle for observing growth.

The performance expectations describe what students should know and be able to do. It is expected that curriculum writers and educators will bundle these performance expectations together in meaningful ways as a basis for classroom instruction and to guide the creation of formative, summative, and benchmark assessments.

9.1 Personal Financial Literacy

School districts are "responsible for assessing and publicly reporting on the progress of all students in developing the knowledge and skills specified by the New Jersey Student Learning Standards, including civics, financial literacy, and all content areas not currently included in the statewide assessment program," as specified by N.J.A.C. 6A:8-3.1(a)3.

- Civic Financial Responsibility
- Credit and Debt Management
- Credit Profile
- Economic and Government Influences
- Financial Institutions
- Financial Psychology
- Planning & Budgeting
- Risk Management and Insurance

9.2 Career Awareness, Exploration, and Preparation

Teachers are encouraged to develop both formative and summative assessments in the area of career awareness, exploration, and preparation.

1. What factors should be considered in planning for assessment?
 - Content mastery (which standards are being assessed)
 - Analysis of content
 - Skills development
 - Connections between and among essential learnings
 - Connections between the past, present, and the future
 - Interdisciplinary connections
 - Diversity in student learning styles and needs
 - Opportunities for democratic participation

2. How are goals of instruction and assessment related?
 - Are the goals for learning actually being assessed?
 - To what degree are we asking students to extend learning?
 - Can students transfer their learning to a new situation?
 - Does the assessment reflect what is valued instructionally?
 - Does the assessment benefit the learner by informing teaching practices?
 - Does the assessment allow for a variety of learners to demonstrate their understanding?

3. What should you consider as you develop criteria for scoring?
 - How many ways can students demonstrate they have learned the material?
 - How will students be scored?
 - How will the needs of a variety of learners be addressed with this assessment?
 - Does the scoring tool reflect the learning goals?

4. What are the most constructive assessment designs and methods for music educators?
 - Performance assessment
 - Authentic assessment
 - Authentic instruction
 - Portfolio assessment

Authentic assessment can include (but are not limited to) the following:

- Observation
- Performance tasks
- Exhibitions and demonstrations
- Portfolios
- Journals
- Self- and peer-evaluation
- Project Based Learning: EduTopia
- Test and/or quizzes
- Blogs, Vlogs, other Web 2.0 tools to extend beyond classroom walls
- Virtual Field Trips - (article)
- Performance Based Assessments Clearinghouse

4. What are the most constructive assessment designs and methods for FACS educators?

- Performance assessment
- Authentic assessment
- Authentic instruction
- Portfolio assessment

Authentic assessment can include (but are not limited to) the following:

- Observation
- Performance tasks
- Exhibitions and demonstrations
- Portfolios
- Journals
- Self- and peer-evaluation
- Project Based Learning: EduTopia
- Test and/or quizzes
- Blogs, Vlogs, other Web 2.0 tools to extend beyond classroom walls
- Virtual Field Trips - ([article](#))

Differentiation/Modifications

Curriculum Differentiation is a process teachers use to increase achievement by improving the match between the learner's unique characteristics:

prior knowledge, cognitive level, learning style, motivation, strength or interest and various curriculum components: Nature of the objective, teaching activities, learning activities, resources and products. This broad notion applies to learners from a diverse range of abilities, including: Gifted and Talented, Multilingual Learners, Students with Disabilities, and Students at Risk of School Failure. FACS is a field of education that provides educators with a wealth of opportunities for differentiation, but also real challenges of meeting the needs of diverse learners. This addendum reveals pathways for music differentiation specific to four distinct student populations.

Teachers can differentiate

- Content: What we teach and how we give students access to the information and ideas that matter
- Process: How students come to understand and “own” the knowledge, understanding, and skills essential to a topic
- Product: How a student demonstrates what he or she has come to know, understand and be able to do as a result of a segment of study

According to students’

- Readiness: The current knowledge, understanding, and skill level a student has related to a particular sequence of learning
- Interest-: What a student enjoys learning about, thinking about, and doing
- Learning Style-: A student’s preferred mode of learning. It is influenced by learning style, intelligence preference, gender and culture

The NJ Family & Consumer Science Framework contains an in depth overview for meeting the needs of diverse learners in Family & Consumer Science. Many of these content specific suggestions are classroom ready.

Gifted and Talented (content, process, product and learning environment)	Multilingual Learners	Students with Disabilities (appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)	Students at Risk of School Failure
<p>N.J.A.C. 6A:8-3.1 Curriculum and Instruction</p> <p>District boards of education shall develop appropriate curricular and instructional modifications used for gifted and</p>	<p>The purpose of adaptations is to reduce the complexity of the language, not the depth of the subject content. By lowering the language barrier and making the lessons as comprehensible as possible, the students’ ability to understand is increased. Two factors will influence the student’s ability: (1) the level of familiarity the student has with the content; and (2) the degree to</p>	<p>Participation in and benefit from Family & Consumer Science: Students with disabilities demonstrate a broad range of learning, cognitive, communication, physical, sensory, and social/emotional differences that may necessitate adaptations to the general education program. Each</p>	<p>Districts are required to administer grade level benchmark and/or interim assessments in FACS. After each administration, districts should analyze the data to identify which students are at-risk in this content area.</p>

<p>talented students indicating content, process, products, and learning environment.</p> <p>Sample Differentiation Strategies and Techniques that apply to FACS</p> <p>Acceleration:</p> <p>Acceleration can be achieved through the following:</p> <ul style="list-style-type: none"> ● flexible pacing ● content acceleration ● early entrance to school ● multi-age classes ● compacting ● college coursework/portfolio 	<p>which the content is given meaning through visuals such as pictures, charts, and diagrams. Nonlinguistic cues enable the student to comprehend the material and the teacher’s messages. The aim is to lower the language barrier by making the classroom communication simple, clear, and meaningful to the student. Students may sound “fluent” in a social setting but have difficulty with “academic” language. Students will go through stages of silence, then mimicking the language before using the language spontaneously.</p>	<p>pupil manifests his or her learning abilities, learning style, and learning preferences in a unique way. Consequently, the type of adaptations needed and the program in which the adaptations will be implemented are determined individually within the IEP or 504 planning processes.</p> <p>Some adaptations may structure students’ learning in an explicit and systematic way, including presenting and organizing instruction. An example of instructional adaptation may be placing greater emphasis on foundation skills.</p>	
	<p>Preparation for the Student</p> <ul style="list-style-type: none"> ● Work with an ESL/Bilingual teacher to identify key objectives, skills, and concepts prior to introducing a unit. ● Have students retell in their own words before attempting the task. ● Allow bilingual teachers to reiterate key concepts in simple 	<p>Classroom Organization: Students with disabilities may require specific adaptations in the classroom in order for them to participate.</p> <p>Participation is enhanced by classroom organization and an environment that will maximize the students’ attention, comfort, interaction, peer/adult</p>	<p>Classroom Organization: Students at risk of failure may require specific adaptations in the classroom in order for them to participate.</p> <p>Participation is enhanced by classroom organization and an environment that will maximize the students’ attention, comfort,</p>

	<p>English or student's language.</p> <p>Preparing students for the lesson:</p> <ul style="list-style-type: none"> ● <i>Building Background Information</i> through brainstorming, semantic webbing, use of visual aids and other comprehension strategies. ● <i>Simplifying Language for Presentation</i> by using speech that is appropriate to students' language proficiency level. Avoid jargon and idiomatic speech. ● <i>Developing Content Area Vocabulary</i> through the use of word walls and labeling classroom objects. Students encounter new academic vocabulary in music. ● <i>Concept Development</i>-Students will be learning about instruments, rhythm, and many new concepts. ● <i>Giving Directions</i>-Stated clearly and distinctly and delivered in both written and oral forms to ensure that LEP students understand the task. In addition, students should be provided with/or have access to directional words such as: circle, write, draw, cut, underline, etc. 	<p>communication, independence, and mobility. Some considerations are instructional grouping, individual support, environmental conditions, and adaptive equipment.</p> <p>Instructional Presentation: The primary purpose of these adaptations is to provide special education students with teacher-initiated and teacher-directed interventions that prepare students for learning and engage students in the learning process (Instructional Preparation); structure and organize information (Instructional Prompts); and foster understanding of new concepts and processes (Instructional Applications)</p> <p>Preparation</p> <ul style="list-style-type: none"> · Preview materials to increase interest · Use organizing tools highlight key ideas · Use questioning techniques to elicit prior knowledge Prompts · Mnemonics · Repeat and clarify directions · Segment techniques and task analysis <p>Application</p>	<p>interaction, peer/adult communication, independence, and mobility. Some considerations are instructional grouping, individual support, environmental conditions, and adaptive equipment.</p> <p>Instructional Presentation: The primary purpose of these adaptations is to provide special education students with teacher-initiated and teacher-directed interventions that prepare students for learning and engage students in the learning process (Instructional Preparation); structure and organize information (Instructional Prompts); and foster understanding of new concepts and processes (Instructional Applications)</p> <p>Preparation</p> <ul style="list-style-type: none"> · Preview materials to increase interest · Use organizing tools highlight key
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		<ul style="list-style-type: none"> · Dramatization · Props/manipulatives to relate to experience · Simulations · Games/puzzles to generalize information 	<p>ideas</p> <ul style="list-style-type: none"> · Use questioning techniques to elicit prior knowledge Prompts · Mnemonics · Repeat and clarify directions · Segment techniques and task analysis <p>Application</p> <ul style="list-style-type: none"> ·Dramatization ·Props/manipulatives to relate to experience · Simulations · Games/puzzles to generalize information
	<p>Prepare Instruction</p> <ul style="list-style-type: none"> ● Eliminate peripheral information. ● Translate abstract to concrete. ● Build background information with brainstorming, semantic webbing, and maps/graphics, photos, illustrations, and videos. ● Use KWL Charts ● Slowly expand the amount of material being learned. ● Maintain consistent classroom procedures/routines for prediction and comfort level. ● Share routine expectations. 	<p>Instructional Monitoring: Frequent monitoring of the performance and progress of students with disabilities is essential to ensure that students are, in fact, understanding and benefiting from learning activities. Monitoring provides teachers with a means of obtaining information about students and their ability to participate effectively in activities. Monitoring also provides a means for teachers to determine when and how to adjust instruction and provides supports to promote student development. Equally</p>	<p>Instructional Monitoring: Frequent monitoring of the performance and progress of students with disabilities is essential to ensure that students are, in fact, understanding and benefiting from learning activities. Monitoring provides teachers with a means of obtaining information about students and their ability to participate effectively in activities. Monitoring also provides a means for teachers to determine when and how to</p>

	<ul style="list-style-type: none"> ● Assign buddies/peer tutors to assist with acclamation to the school environment. ● Use multiple strategies and varied instructional tools to increase the opportunities for students to develop meaningful connections between content and the language used in instruction. ● Provide students with opportunities to express new knowledge and learning using written, verbal, and nonverbal communication. 	<p>important is student self-monitoring, self-evaluation, and self-management to promote student self-reflection and self-direction regarding task demands, goal attainment, and performance accuracy.</p> <ul style="list-style-type: none"> · Goal Setting · Anecdotal records · Portfolios · Videos · Audio Tapes · Student Contracts 	<p>adjust instruction and provides supports to promote student development. Equally important is student self-monitoring, self-evaluation, and self-management to promote student self-reflection and self-direction regarding task demands, goal attainment, and performance accuracy.</p> <ul style="list-style-type: none"> · Goal Setting · Anecdotal records · Portfolios · Videos · Audio Tapes · Student Contracts
	<p>Instructional Supports: Hands-on materials</p> <ul style="list-style-type: none"> ● bilingual dictionaries ● visual aids ● teacher made adaptations, outlines, study guides ● varied leveled texts of the same content <p>Teaching Strategies</p> <ul style="list-style-type: none"> ● Simplify vocabulary/sentence structure. ● Provide concrete examples with hands--on activities. 	<p>Student Motivation: Expanding student motivation to learn content in music can occur through: activity choice, appeal to diverse learning styles, choice to work with others or alone, hands-on activities, and multimodal activities.</p> <p>Student Response: Students with disabilities may require specific adaptations in order to demonstrate acquisition, recall, understanding, and application of visual and performing arts content and related processes</p>	<p>Student Motivation: Expanding student motivation to learn content in music can occur through: activity choice, appeal to diverse learning styles, choice to work with others or alone, hands-on activities, and multimodal activities.</p> <p>Student Response: Students with disabilities may require specific adaptations in order to demonstrate acquisition, recall, understanding, and</p>

	<ul style="list-style-type: none"> ● Elaborate understanding using “think aloud” demonstrations ● Build associations/connections between the new and known. ● Use a variety when presenting materials. ● Summarize with visual and auditory materials. <p>Enhance Vocabulary</p> <ul style="list-style-type: none"> ● Start a picture dictionary or file. ● Pre Teach appropriate vocabulary. <ul style="list-style-type: none"> ● Label objects in room. <p>Sample Resources: Can Do Descriptors - https://www.wida.us/standards/CAN_DOs/</p> <p>Colorin Colorado - http://www.colorincolorado.org/educators/</p> <p>WIDA - https://www.wida.us/</p>	<p>in a variety of situations and materials while they are developing proficiencies in these areas. The primary purpose of student performance responses is to provide students with disabilities a means of demonstrating progress toward the lesson objectives related to the Career Readiness, Life Literacies, and Key Skills Curriculum Framework activities.</p> <p>Response Procedures</p> <ul style="list-style-type: none"> · Extended time · Provide practice exercises · Interpret/Interpreter · Peer-teach · Provide choices to students <p>Sample Resources: EduTopia</p>	<p>application of visual and performing arts content and related processes in a variety of situations and materials while they are developing proficiencies in these areas. The primary purpose of student performance responses is to provide students with disabilities a means of demonstrating progress toward the lesson objectives related to the Career Readiness, Life Literacies, and Key Skills Curriculum Framework activities.</p> <p>Response Procedures</p> <ul style="list-style-type: none"> · Extended time · Provide practice exercises · Interpret/Interpreter · Use preferred response mode (written, dictated, or oral) Response Formats · Peer-teach · Provide choices to students
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Pacing Guide

Interior Design	
Interior Design As A Profession	1 week
Housing to fit Human and Universal Needs and	1 week
Bedroom Redesign	2 weeks
Color as an Element of Design	3 weeks
Value and Intensity of Color	1 week
Using Color to Design a Room	1 week
Space as an element of Design	1 week
Line as an Element of Design	1 week
Form/Shape as an element of Design	1 week
Texture as an element of Design	1 week
Introduction to Principles of Design	1 week
Proportion as a Principle of Design	1 week
Scale as a Principle of Design	1 week
Balance as a Principle of Design	1 week
Rhythm as a Principle of Design	1 week
Unity, Continuity and Emphasis as a principle of design	1 week

Elements & Principles of Design Presentations	2 weeks
Floor Plan Design	2 weeks
Furniture Styles and Vocabulary	1 week
Furniture Construction	1 week
Elements of Design Decorative Project	2 weeks
Floor Plans – To include Architectural Symbols, Activity Zones and Traffic Patterns	2 weeks
Professional Presentation in Design (possibly bath)	3 weeks
Kitchen Design and Planning	3 weeks
Housing Styles from Eighteenth Century to Today	1 week
Window Treatments	1 week
Role of the Interior Designer (Client Project)	4 weeks
Interior Design Final Project	4 weeks

LEARNING OBJECTIVES	SUGGESTED ACTIVITIES & EXPERIENCES	MATERIALS	EVALUATION	New Jersey Student Learning Standards (NJSLS):
<u>Unit: Interior Design As A Profession</u>		Articles		<u>Standard 9.1</u>

<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Distinguish the difference between Interior Design and Interior Decorating. ● Understand job opportunities in Home Furnishings and Interior Design. 	<ol style="list-style-type: none"> 1. Students will read articles on Interior Design and Decorating. 2. Student groups will research jobs in the industry with description, skills, training and potential earnings. 	<p>Course textbook Internet sites Guest speaker</p>	<ol style="list-style-type: none"> 1. Teacher evaluation of oral and written assignments. 2. Teacher question/answer 3. Class and group participation. 	<p>Standard 9.2 Standard 9.3 Standard 9.4</p>
<p><u>Unit: Housing to fit Human and Universal Needs</u></p>				
<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Define their personal, psychological and physical housing needs. ● Understand gentrification and ● Become familiar with housing prices, both urban and suburban, as well as understanding budgeting for a mortgage. ● Identify social trends that affect housing. 	<ol style="list-style-type: none"> 1. Students view video “What is a House” 2. Students complete the question sheet that supplements video. 3. Class discussion around video. 4. Students research in teams, specific universal housing requirements and when they are required by law. 5. Read chapter 2 in Homes textbook. 	<p>Video – “What is a House”</p> <p>Question Sheet</p> <p>Measurements and sketch of student’s room.</p> <p>Textbook</p> <p>Laptop</p>	<ol style="list-style-type: none"> 1. Question/Answers about video. 2. Written room analysis and measurements. 3. Class discussions on financial impact of gentrification, urban versus suburban housing, mortgage budgeting guidelines, and universal housing specifications. 	<p>Standard 9.1 Standard 9.2 Standard 9.3 Standard 9.4</p> <p>Amistad Law: N.J.S.A. 18A 52:16A-88</p> <p>LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35</p>

<ul style="list-style-type: none"> ● Describe how housing reflects cultural views and values. ● Point out ways in which cultures influence each other. ● Explain the major ways in which the government influences housing. ● Understand the requirements for universal housing accommodations <p><u>Unit: Color as an Element of Design</u></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Understand how colors can create mood and illusion. ● Understand primary, secondary and tertiary colors. ● Develop the ability to mix paint and create the colors on the color wheel. 	<p>Answer selected questions and discuss.</p> <p>6. With a partner choose one of the following topics, research and report.</p> <ul style="list-style-type: none"> - town’s housing regulations. - Setting up home offices. - Preserving natural resources. <p>7. Students bring in a picture of their room and analyze what personal, psychological and physical needs are met.</p> <p>1. Watch a video called Color and answer questions.</p> <p>2. Read chapter in HOMES on color.</p>	<p>Video “Color”</p> <p>Textbook</p> <p>Watercolor</p> <p>Magazines</p> <p>Poster Board</p>	<p>4. Evaluation of report with rubric.</p> <p>1. Rubric for Sample board project.</p> <p>2. Evaluation of color wheel and tints and shades.</p>	<p>Standard 9.2 Standard 9.3 Standard 9.4</p>
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<ul style="list-style-type: none"> ● Understand the value and intensity of color. ● Create tints and shades of one color. ● Identify and create a monochromatic, analogous, complementary, split complementary and triadic color scheme. ● Understand how to change the size and shape of a room with color. <p><u>Unit: Value and Intensity of Color</u></p>	<ol style="list-style-type: none"> 3. Teacher lecture on the color wheel. 4. Mix paints and create a color wheel using watercolor. 5. Mix and create tints and shades of one color using watercolor. 6. Observe pictures the teacher presents of different color schemes. Students locate pictures of three different color schemes. 7. Students create a sample board of their choice color scheme to be included were the following: source of inspiration floor, wall coverings, fabrics, furniture 	<p>Internet</p> <p>Samples of</p> <ul style="list-style-type: none"> - paint chips - wallpaper - carpet - fabrics 	<ol style="list-style-type: none"> 3. Evaluation of color schemes. 4. Test 	<p><u>Standard 9.2</u> <u>Standard 9.3</u></p>
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<p><u>Unit: Space as an element of Design</u></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Understand how to use space as an element of design. • Distinguish between positive and negative space. • Understand feelings that space can convey. 	<ol style="list-style-type: none"> 1. Video: Elements of Design with worksheet. 2. Lecture. 3. Students read Chapter 15 Elements of Design. 4. Illusion Handouts. 5. Internet research on Space. 6. Hands on project applying positive and negative space. 	<p>Video Textbook Illusion Handouts Laptop Etching artboards</p>	<p>of tints, shades, color schemes, values and intensity in their sample board.</p> <ol style="list-style-type: none"> 1. Elements of Design worksheet. 2. Class discussion of space requirements. 3. Etching or visual project on positive and negative space with rubric. 	<p><u>Standard 9.2</u> <u>Standard 9.3</u> <u>Standard 9.4</u></p>
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Unit: Line as an Element of Design

Students will be able to:

- Demonstrate ways to use lines to create specific effects.
- Incorporate visual effect to redirect eye.

Unit: Form/Shape as an element of design.

Students will be able to:

- Analyze the effects created by form and Shape.

1. Read Chapter in textbook referring to line.
2. Discussion on how line moves the eye.
3. Line project: Design Wallpaper

1. Teacher discussion.
2. Read chapter in textbook on form/shape.
3. In small groups students investigated chairs throughout the

Textbook

Activity Handout
Examples/magazines
Smooth Bristol paper
Rulers
Pencils
Staedtler erasers

Textbook
Chairs in the school
Cellphone

1. Class discussion to determine understanding.
2. Observe student work with line.
3. Unit Test

1. Written analysis of findings on chair forms in the school.
2. Self evaluation of ability to collaborate with others on this investigative project.

[Standard 9.2](#)
[Standard 9.3](#)
[Standard 9.4](#)

[Standard 9.2](#)
[Standard 9.3](#)

<p><u>Unit: Texture as an element of design</u></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Illustrate how texture can be used to create desired effects. ● Understand how texture can create different effects and feelings in an environment. 	<p>school to determine if the chairs form fit its function. Measurements and interviews with chair users were required. Written analysis of findings.</p> <ol style="list-style-type: none"> 1. Find and complete 6 texture rubbing examples: Floor Wall Furniture 2. Room analysis of textures. 	<p>Objects that would create texture for the rubbings. Paper Prismacolor Markers Color Pencils Smooth Bristol paper Laptop</p> <p>Computer Lab: https://www.asid.org/</p>	<ol style="list-style-type: none"> 1. Texture rubbing example project. 2. Room analysis write up. 3. Unit Test/ Analyze ASID rooms according to elements of design. 	<p>Standard 9.2 Standard 9.3</p>
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<p><u>Unit: Introduction to Principles of Design</u></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Determine that proportion, scale, balance, rhythm, emphasis, unity and variety are the principles of design. 	<p>3. Students design a room and focus on texture.</p> <ol style="list-style-type: none"> 1. Video – “The principles of Design” 2. Question and Answer Sheet that goes with the video. 3. In pairs, students locate specific examples of proportion, scale, balance, rhythm, emphasis, unity and variety. 	<p>Video</p> <p>Question and Answer Sheet</p> <p>Laptop</p>	<ol style="list-style-type: none"> 1. Class discussion of Video. 2. Self evaluation of the paired project and understanding of proportion, scale, balance, rhythm, emphasis, unity and variety. 	<p>Standard 9.2 Standard 9.3</p>
<p><u>Unit: Proportion as a principle of design</u></p> <p>Students will be able to:</p>		<p>Handouts</p> <p>Textbook</p> <p>Notes</p> <p>Laptop</p> <p>Graph paper</p>	<ol style="list-style-type: none"> 1. Class discussion on proportion and The Golden Rule. 	<p>Standard 9.2 Standard 9.3</p>

<ul style="list-style-type: none"> ● Understand how proportion relates to size relationships within a room setting. ● Be able to sketch 2D plan and convert to 3D <p><u>Unit: Scale as a Principle of Design</u></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Understand how scale is used in interior design. ● Understand how the golden section and the golden rectangle is used in design. 	<ol style="list-style-type: none"> 1. Lecture 2. Notes 3. Illustration Handouts 4. Read the textbook Chapter on Proportion. 5. Mini room 2D on graph paper: Conceptualize elevations and convert to 3D. <ol style="list-style-type: none"> 1. Read Chapter on Scale. 2. Teacher demonstration of the golden rectangle using window treatments. 	<p>Architectural Rulers Drafting pencils Staedtler erasers</p> <p>Handouts Textbook Fabric Laptop</p>	<ol style="list-style-type: none"> 2. Quiz to evaluate understanding of elevations. <ol style="list-style-type: none"> 1. Class discussion about scale. 2. Worksheet on Golden Rule. 3. Results of team search on size of children's furniture. 4. Children's bedroom design project in 	<p>Standard 9.2 Standard 9.3 Standard 9.4</p>
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Unit: Rhythm as a Principle of Design

Students will be able:

- Identify the types of rhythm- repetition, progression, opposition, transition, and radiation.
- To integrate Rhythm in design projects.

1. Teacher made Ppt on types of Rhythm.
2. In teams of 2, students locate examples of each type of rhythm in a room setting or outdoors.
3. Students design the front of a home using Rhythm.

Teacher made Ppt.
Textbooks
Laptop
Handout
Magazines
Paper cutter
Architectural rulers
Smooth Bristol paper.

1. Class discussion about Rhythm.
2. Student work on Rhythm examples- Google Slides format.
3. Hand drawn project on the front of a home using types of Rhythm.

[Standard 9.2](#)
[Standard 9.3](#)
[Standard 9.4](#)

Unit: Unity, Continuity and Emphasis as a principle of design

Students will be able to:

- Identify the concepts of unity, continuity and

1. Teacher made Ppt on Unity,

Teacher made Ppt
Textbook
Laptops

1. Class discussion on Unity, Continuity and Emphasis.
2. Student examples of Unity, Continuity and

<p>emphasis as a principle of design.</p> <ul style="list-style-type: none"> • Students will understand how these concepts are used in design. <p><u>Unit: Elements & Principles of Design Presentations</u></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Design a specified area utilizing the Elements and Principles of Design. • Easily recognize the use of the Elements and Principles of Design. • Develop presentation skills for room designs, both orally and visually. 	<p>Continuity and Emphasis.</p> <ol style="list-style-type: none"> 2. Read the chapter on Unity, Continuity and Emphasis as a principle of design. 3. Class discussion and students examples they locate in teams of 2. <ol style="list-style-type: none"> 1. Students design a specified area around a center of interest or source of inspiration. 2. Provide samples of floor coverings, wall materials, textures, fabrics and color scheme in a professional format on foam board. 	<p>Wallpaper Paint samples Floor samples Magazines Handout describing the project Rubric Sample project</p>	<p>Emphasis shared with class.</p> <ol style="list-style-type: none"> 3. Quiz on Unity, Continuity and Emphasis. 4. Unit test on Principles of Design. <ol style="list-style-type: none"> 1. Class discussion and brainstorm session on how to incorporate the Elements and Principles of Design in this project. 2. Evaluation of project according to rubric. 	<p><u>Standard 9.2</u> <u>Standard 9.3</u> <u>Standard 9.4</u></p>
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Unit: Floor Plan Design

Students will be able to:

- Understand basic floor plans and recognize architectural symbols.
- Utilize a computer aided program to design a 1-bedroom apartment and create a new furniture arrangement.
- Identify traffic patterns using knowledge of space.

3. A digital representation of the specified area to support the 2D and 3D design.

1. Analyze examples of 1-bedroom apartments.
2. Create a floor plan on graph paper using 1/4" scale.
3. Arrange furniture in all rooms.
4. Transfer floor plan to Smooth Bristol paper.
5. Choose and explain the color scheme and display on a presentation board.
6. Attach chips for floor and wall materials.
7. Attach textiles.
8. Traffic patterns.

Computer lab
<https://www.bhg.com/decorating/>
Sample materials
Architectural ruler
Floor plans.
Internet
Smooth Bristol paper
Architectural pencils
Staedler erasers

1. Class discussion to share ideas and provide question and answer time.
2. Individual meetings to check on project progress and ensure success.
3. Ability to draw plans in 1/4" scale.
4. Completed 1-bedroom apartment project with 2D floor plan, traffic patterns, and furniture placement: Rubric.

[Standard 9.2](#)
[Standard 9.3](#)
[Standard 9.4](#)

Unit: Furniture Styles and Vocabulary

Students will be able to:

- Identify factors that influence changes in furniture design.
- Recognize furniture styles through design characteristics.
- Understand furniture vocabulary.

1. Read in HOMES textbook pgs. 437-453.
2. View: <https://www.hgtv.com/design/decorating/design-101/11-steps-to-a-well-designed-room-pictures>
3. In a small group students come up with a list of factors that influence personal taste.
4. In pairs, research the best way to determine furniture style: Explain socio-economic and cultural influences and individual needs that determine a person's furniture choice.
5. View slides of furniture styles
6. View pictures of furniture vocabulary.

Text
Handout
Laptop
Magazine pictures
Digital examples

1. Class discussion about social and cultural influences that are reflected in design, personal taste, and specific needs.
2. Evaluation of list of factors students came up with that influence personal taste.
3. Teacher analysis of students furniture selections and descriptions.

[Standard 9.1](#)
[Standard 9.2](#)
[Standard 9.3](#)
[Standard 9.4](#)
Amistad Law:
N.J.S.A. 18A
52:16A-88
LGBT and
Disabilities
Law: N.J.S.A.
18A:35-4.35

Unit: Furniture Construction

<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Recognize quality features in furniture. ● Identify options available when shopping for furniture. <p><u>Unit: Elements of Design</u> <u>Decorative Project</u></p>	<ol style="list-style-type: none"> 1. Read text. 2. Locate three styles of furniture and describe period pieces using furniture vocabulary. 3. View slides of quality furniture construction and options for purchased furniture. 4. Observe different types of wood samples and different stained wood samples. 5. Review handout on wood furniture and joint construction. 6. Students analyze 2 pieces of furniture according to construction characteristics. (A chair and a dresser with drawers) 	<p>Text Wood samples with and without stain.</p> <p>Slides Handout on furniture construction. Furniture at their homes.</p>	<ol style="list-style-type: none"> 1. Class discussion. 2. Written furniture construction evaluation done by students. 	<p><u>Standard 9.2</u> <u>Standard 9.3</u></p>
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<p>housing and accommodations.</p> <ul style="list-style-type: none"> ● Evaluate a floor plan according to traffic patterns. <p><u>Unit: Professional Presentation in Design</u></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Design a floor plan with architectural symbols. ● Become familiar with furniture templates. ● Choose furniture pieces for their room. ● Determine the traffic pattern for the room. ● Draw wall elevations. ● Develop a sample board to include furnishings and accessories. 	<ol style="list-style-type: none"> 4. Research specific needs of disabled individuals and include Universal designs. 5. Identify activity zone locations in their own homes and provide an explanation for their classification. 6. Highlight traffic patterns on a floor plan. <ol style="list-style-type: none"> 1. Using a digital program students will draw floor plans using the architectural symbols. 2. Print floor plan. 3. Students will place furniture pieces on the floor plan using 	<p>Text Architectural symbols handout Tracing paper Magazines Furniture templates Architectural Rulers Smooth Bristol paper Erasers Pencils Laptop Foam Board</p>	<ol style="list-style-type: none"> 2. Teacher evaluation of students home zone analysis. <ol style="list-style-type: none"> 1. Class discussion and comparison of student ideas for the project. 2. Teacher evaluation of floor plans and the architectural symbols used, furniture selection, furniture 	<p>Standard 9.2 Standard 9.3 Standard 9.4</p>
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<p><u>Unit: Kitchen Design and Planning</u></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Understand kitchen layouts. ● Become familiar with cabinets, countertops and fixture options. ● Budget and measure for appliances. ● Understand universal design features. ● Understand how to draw wall elevations. <p><u>Unit: Housing Styles from eighteenth century to today</u></p> <p>Students will be able to:</p>	<p>the program or by tracing templates.</p> <ol style="list-style-type: none"> 4. Students place tracing paper over their floor plan and draw the traffic pattern for the room. 5. Draw wall elevations to 1/4" scale. <p>Read text Chapter 24. Kitchen Design Project: Students will budget and plan a kitchen layout of cabinets and appliances, drawn to 1/4" scale. Create a professional display to present the project to class.</p>	<p>Text Laptop Sample kitchens</p>	<p>placement and traffic patterns.</p> <ol style="list-style-type: none"> 3. Self evaluation of project. <p>Class discussion to check for understanding. Teacher evaluation of students kitchen design and floor plan. Self evaluation rubric.</p>	<p>Standard 9.1 Standard 9.2 Standard 9.3 Standard 9.4 LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35</p> <p>Standard 9.1 Standard 9.2 Standard 9.3</p>
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<ul style="list-style-type: none"> ● Recognize and identify different housing and roof styles. ● Compare and contrast early housing to homes of today. ● Compare home pricing. <p><u>Unit: Window Treatments</u></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Identify various window treatments. 	<ol style="list-style-type: none"> 1. Watch Video “The American House.” 2. Read Textbook Chapter 6. 3. Architectural Scavenger Hunt. Students take the list of Architectural styles found in the Video guide and have to find a picture to match each style. 4. Students write a short essay describing the style of their own home. 5. Walking tour to identify different housing styles. <ol style="list-style-type: none"> 1. Read Homes book page 427-433. 2. Students randomly select a widow style and design and sketch a window treatment using 	<p>Video Textbook Magazines MLS listing Neighborhood houses</p> <p>Homes book page 427-433. Pictures of windows. Color Pencils Markers Paper Magazines Laptop</p>	<ol style="list-style-type: none"> 1. Class discussion on specific types of different home styles. 2. Scavenger hunt. 3. Essay describing their own home. <ol style="list-style-type: none"> 1. Open Discussion. 2. Drawings of window treatments. 3. Self evaluation of project. 	<p>Standard 9.2 Standard 9.3</p>
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<ul style="list-style-type: none"> ● Students will be able to design a home with an outdoor space <p><u>Suggested Additional Topics if time permits –</u></p> <ol style="list-style-type: none"> 1. Technology and new equipment in the home. 2. Lighting. 3. Planning a dorm space. 4. Feng Shui 5. Famous architects and designers. 6. Perspective Drawing 	<ol style="list-style-type: none"> 1. Sketch floor plan with on graph paper and transfer to digital resource. 2. Arrange furniture in all rooms. 3. Choose and explain the color scheme and display. 4. Attach chips for floor and wall materials. 5. Attach textiles. 6. Traffic patterns. 7. Incorporate Elements and Principles of Design. 	<p>Sample materials Architectural rule. Floor plans Laptop Samples Foam board</p>	<ol style="list-style-type: none"> 1. Class discussion and sharing of ideas on how to achieve the best result for this huge project. 2. Student's written explanation of choices made in the project. 3. Assignment Rubric and self evaluation. 	<p>Standard 9.3 Standard 9.4</p>
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Differentiation, Accommodations & Modifications:

Gifted and Talented	Multilingual Learners	Students with Disabilities	Students at Risk of School Failure
<p>Extension Activities</p> <p>Thematic topics for discussion and research: families & communities, science and technology, beauty and aesthetics, contemporary life, global challenges, personal and public identities.</p> <p>Use of technological devices to gain access to online resources in order to research and explore current events and cultural practices.</p> <p>Use advanced supplementary / reading materials</p> <p>Use of authentic resources to promote a deeper understanding of culture.</p> <p>Provide opportunities for open-ended, self-directed activities</p>	<p>Modifications for Classroom</p> <p>Multi-sensory approach</p> <p>Pair Visual Prompts with verbal presentation</p> <p>Provide repetition and practice</p> <p>Restate Directions (verbal or written)</p> <p>Model skills / techniques to be mastered</p> <p>Provide summary of text or study guides</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Use graphic organizers</p> <p>Highlight key vocabulary</p>	<p><i>*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team</i></p> <p>Modifications for Classroom</p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p>	<p>Modifications for Classroom</p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Students may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p>

<p>Communication outside the language classroom for travel, study, work, and/or interviews with community members.</p> <p>Provide opportunities to develop depth and breadth of knowledge in the subject area (examples: create drawings/illustrations, use of music, create poems/songs, write opinion letters, create videos/stories/comic strips, etc.)</p> <p>Conduct research and provide presentations on a variety of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Debate topics of interest / cultural importance.</p> <p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p> <p>Implement RAFT Activities as they pertain to the types / modes of</p>	<p>Extended time for assignment completion as needed</p> <p>Assess comprehension through demonstration such as gestures, drawing and retelling.</p> <p>Modified tests (orally)</p> <p>Use anecdotal records or portfolio work as a form of assessment</p> <p>Modifications for Homework/Assignments</p> <p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Extended time for assignment completion as needed</p> <p>Highlight key vocabulary</p> <p>Use graphic organizers</p>	<p>Students may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Students may request books on CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Modifications for Homework and Assignments</p>	<p>Extra textbooks for home.</p> <p>Students may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Modifications for Homework and Assignments</p> <p>Extended time to complete assignments.</p> <p>Students require more complex assignments to be broken up and</p>
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<p>communication (role, audience, format, topic).</p> <p>Anchor Activities</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a higher level of thinking</p>		<p>Extended time to complete assignments.</p> <p>Students require more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Modifications for Assessments Extended time on classroom tests and quizzes.</p> <p>Students may take/complete tests in an alternate setting as needed. Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for</p>	<p>explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Modifications for Assessments Extended time on classroom tests and quizzes.</p> <p>Students may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p>
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assessments.