

Course: *Interior Design*
Unit #2: *Housing*

Year of Implementation: 2023-2024

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

<https://www.state.nj.us/education/cccs/2020/>

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLs-CLKS.pdf>

- **Unit Standards:**

- **Content Standards**

- 1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors.
- 1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
- 1.5.12prof.Cr2b: Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.
- 1.5.12acc.Cr2c: Redesign an object, system, place, or design in response to contemporary issues.
- 1.5.12adv.Cr2a: Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
- 1.5.12acc.Cr3a: Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.

- **21st Century Life & Career Standards**

- 9.4.12.Cl.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLs-CLKS.pdf>

- **English Companion Standards**

Grade 9-10 Companion Standards: https://www.nj.gov/education/standards/ela/Docs/2016NJSLs-ELA_Grades9-10.pdf

- RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.

Grade 11-12 Companion Standards:

https://www.nj.gov/education/standards/ela/Docs/2016NJSLS-ELA_Grades11-12.pdf

- *RST.11-12.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.*
- *RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.*
- **Interdisciplinary Content Standards**
 - *8.2.12.ED.6: Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor).*
 - *8.2.12.ETW.1: Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation, and maintenance of a chosen product.*
- **NJ Statutes:** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

NJ Amistad Curriculum: <http://www.njamistadcurriculum.net/>

Diversity and Inclusion: <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

Asian American and Pacific Islanders:

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)
A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.

Transfer Goal: *Students will be able to independently use their learning to select appropriate housing and architectural styles to meet the wants and needs of a client or themselves.*

As aligned with LRHSD Long Term Learning Goal(s): *Apply critical thinking and problem-solving skills to make reasoned decisions at home, in the workplace, and in the global community. Manage finances and budgets responsibly. Develop skills and technical proficiencies that transfer to family life and global career opportunities.*

Enduring Understandings

Students will understand that. . .

EU 1

- *there are many factors to consider when choosing a home such as, physical, social and emotional needs.*

Essential Questions

EU 1

- *What is a house?*
- *What makes people feel safe in their home?*
- *What would it feel like if a home didn't have walls?*
- *How does a home meet physical, social and emotional needs?*
- *What areas of the home best meet the needs of the individual?*

<p><i>EU 2</i></p> <ul style="list-style-type: none"> ● <i>architectural styles that have evolved throughout history.</i> <p><i>EU 3</i></p> <ul style="list-style-type: none"> ● <i>there are options that will allow you to make environmentally conscious decisions about materials and constructions.</i> 	<p><i>EU 2</i></p> <ul style="list-style-type: none"> ● <i>What influences home designs?</i> ● <i>How has the architectural design of housing been influenced by ever evolving technology throughout history?</i> <p><i>EU 3</i></p> <ul style="list-style-type: none"> ● <i>Why is being Green more popular?</i> ● <i>What are the pros and cons of choosing Green Products over traditional products?</i> ● <i>What is the effect of Green Design on future housing?</i>
<p><u>Knowledge</u> Students will know . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> ● <i>how a home meets physical, social and emotional needs. (1.5.12prof.Cr2b, RST.11-12.9)</i> <p><i>EU 2</i></p> <ul style="list-style-type: none"> ● <i>there are many exterior architectural developments throughout history. (1.5.12prof.Cr1a, 1.5.12adv.Cr2a, RH.9-10.3, RH.11-12.9, RST.11-12.9)</i> ● <i>specific architectural details relevant to each design period. (9.4.12.Cl.1, 8.2.12.ED.6, RH.9-10.3)</i> <p><i>EU 3</i></p> <ul style="list-style-type: none"> ● <i>the differences between traditional and green products. (8.2.12.ETW.1, 8.2.12.ED.6, 1.5.12acc.Cr1b, 1.5.12acc.Cr2c)</i> 	<p><u>Skills</u> Students will be able to . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> ● <i>describe how housing meets physical, social and emotional needs. (1.5.12prof.Cr2b, RST.11-12.9)</i> <p><i>EU 2</i></p> <ul style="list-style-type: none"> ● <i>identify contemporary, modern, and traditional homes. (1.5.12prof.Cr1a, 1.5.12adv.Cr2a, RH.9-10.3, RH.11-12.9, RST.11-12.9)</i> ● <i>recognize the role of technology in architectural designs. (1.5.12prof.Cr1a, 1.5.12adv.Cr2a)</i> ● <i>identify various types of roof styles, window styles, and door styles as well as other exterior features of a home. (9.4.12.Cl.1, 8.2.12.ED.6)</i> <p><i>EU 3</i></p>

- various options available to make environmentally wise decisions. (1.5.12adv.Cr2a, 1.5.12prof.Cr2b)
- housing will continuously evolve because of advances in technology. (1.5.12acc.Cr1b, RH.11-12.9, 1.5.12acc.Cr3a)

- select environmentally wise green products. (8.2.12.ETW.1, 8.2.12.ED.6, 1.5.12acc.Cr1b, 1.5.12acc.Cr2c)
- understand the impact of availability of natural resources on home construction. (1.5.12adv.Cr2a, 1.5.12prof.Cr2b)
- predict how new home construction will change in the future. (1.5.12acc.Cr1b, RH.11-12.9, 1.5.12acc.Cr3a)

Stage Two - Assessment

Stage Three - Instruction

Learning Plan: **Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** Each learning activity listed must be accompanied by a learning goal of **A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.** {place A, M and/or T along with the applicable EU number in parentheses after each statement} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): **Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection**

- Class discussion of what is a house or home. (A, EU1)
- Brainstorm factors to consider when choosing a house. (A,M EU1)
- Discussion on the physical, social and emotional needs people have. (A,M EU1)
- Lesson on Perspective Drawing as applied to architectural illustration. (A,M EU1 EU2)
- Watch various housing DVDs and videos. (A, EU2)
- View presentation on architectural styles and details. (A, EU2)
- View multimedia presentations on historical preservation. (A EU2)
- Compare and contrast architectural styles. (A,M EU2)
- Trip to Cape May to view restored historical housing. (M, EU2)
- Take pictures of houses in a development and label the characteristics on them/determine the housing style. (M,T EU2)

- *Compare and contrast different building materials and their uses in construction. (A,M EU3)*
- *View multimedia presentations on creating sustainable homes and use this information in their design projects. (A,M, EU3)*
- *Take a tour through a sustainable home. (A,M EU3)*
- *Take a tour of the school building to identify materials and construction details used in the exterior. (M, EU3)*

Pacing Guide

<i>Unit #</i>	<i>Title of Unit</i>	<i>Approximate # of teaching days</i>
1	Elements & Principles of Design	45-50
2	Housing	15-20
3	Floor Plan & Design	45-50
4	Interiors & Backgrounds	50-60

Instructional Materials

Housing magazines
Paint, paintbrushes, paper paint palette
Cardstock paper, construction paper, scrapbook paper, tissue paper
Colored pencils, markers, sharpies
Gluesticks, hot glue guns, hot glue sticks, hot glue mat
Scissors, paper trimmers, x-acto knives, cutting mats
Foam Core
Presentation board
Pencils, erasers

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.

