

Course: *Interior Design*
Unit #3: *Floor Plan & Design*

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.*
- 9.4.12.TL.1: *Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).*
- 9.4.12.IML.4: *Assess and critique the appropriateness and impact of existing data visualizations for an intended audience*

<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.*

- **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).*

- **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 apply their skills to create a technical floor plan and elevation of an interior space.*

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. Develop skills and technical proficiencies that transfer to family life and global career opportunities.*

Enduring Understandings

Students will understand that. . .

EU 1

- *there are universal symbols used in rendering floor plans.*

EU 2

Essential Questions

EU 1

- *What is a floor plan?*
- *Why are universal symbols used for floor plans?*

EU 2

- *the placement of and connections between various rooms is important to convenience and ease of use.*

EU 3

- *furniture placement, traffic patterns and clearance spaces need to be considered when creating floor plans.*

- *What are some examples of rooms that should connect?*
- *How can consideration of space utilization improve the functionality of a space?*
- *Why are separate areas for servicing and maintaining a home important?*
- *How does lifestyle impact the need for work areas in the home?*

EU 3

- *What factors should be considered when placing furniture in a room?*
- *How does traffic flow affect the layout of a room?*
- *Why do you need to consider clearance space?*

Knowledge

Students will know . . .

EU 1

- *architectural symbols commonly used to create floor plans. (RH.9-10.3, RST.11-12.9)*
- *differences between house plans, floor plans and elevations. (1.5.12prof.Cr1a, 1.5.12adv.Cr2a)*
- *basic measurements and scale drawing. (1.5.12acc.Cr2c, 9.4.12.IML.4, 8.2.12.ED.6)*

EU 2

- *the purpose of the work, private and social zones of a house. (9.4.12.CI.1)*

Skills

Students will be able to . . .

EU 1

- *identify standard architectural symbols on an existing house plan. (RH.9-10.3, RST.11-12.9)*
- *draft house plans, floor plans and elevations. (1.5.12prof.Cr1a, 1.5.12adv.Cr2a)*
- *apply measurement conversions to produce scale drawings of house plans, floor plans and elevations. (1.5.12acc.Cr2c, 9.4.12.IML.4, 8.2.12.ED.6)*

EU 2

- *Identify the work, private and social zones of a house. (9.4.12.CI.1)*

- *the benefits of grouping rooms with related functions and activities. (1.5.12adv.Cr2a, RH.9-10.3)*
- *the relevance of room relationships. (9.4.12.IML.4)*

EU 3

- *furniture placement and traffic patterns have an effect on room layout. (1.5.12acc.Cr1b, 1.5.12prof.Cr2b, 1.5.12acc.Cr3a)*
- *clearance spaces. (9.4.12.TL.1)*

- *evaluate existing house plans in terms of areas for efficiency. (1.5.12adv.Cr2a, RH.9-10.3)*
- *create an efficient house plan based on room relationships. (9.4.12.IML.4)*

EU 3

- *analyze existing furniture placement in a room and how it affects traffic flow. (1.5.12acc.Cr1b, 1.5.12prof.Cr2b, 1.5.12acc.Cr3a)*
- *plan rooms with clearance space in mind. (9.4.12.TL.1)*

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**

- **Presentation on standard architectural symbols. (A, EU1)**
- **Presentation on drafting tools. (A, EU1)**
- **Play “how to read a ruler” game. (A,M EU1)**
- **Create a floor plan of an existing room based on a given set of dimensions. (M, EU1)**
- **Create a scale elevation of one wall that reflects the floor plan. (T, EU1)**
- **Class discussion of zones and traffic patterns. (A, EU2)**
- **Identify the 3 main areas of a house on an existing house plan and color code. (A, EU2)**
- **Watch a video on how to create a floor plan. (A, EU2)**
- **Guest Speakers. (A,M EU1 EU2 EU3)**
- **Develop floor plans showing traffic patterns and architectural symbols. (M,T EU1 EU3)**
- **Discussion - Furniture placement and clearance spaces and how they affect traffic flow in a room. (M, EU3)**
- **Take a field trip to a model home in a new subdivision and compare the floor plan to the actual construction. (M, EU3)**
- **Rearrange furniture in an existing classroom to create optimal traffic flow. (T, EU3)**
- **Redesign an existing floor plan to adapt to an assigned lifestyle change. (T, EU1 EU2 EU3)**

Pacing Guide

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

Instructional Materials

Graph paper, pencils and erasers
Light boxes
Rulers
Colored pencils
Tracing paper
Sharpies and fine point markers
Color swatches
Presentation boards

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.