

Course: *Interior Design*
Unit #4: *Interiors & Backgrounds*

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 backgrounds and materials for an interior space including: window treatments, furniture, flooring, kitchen appliance, etc.*

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

- *selecting appropriate interior background materials and furnishings will allow for successful completion of design projects.*

Essential Questions

EU 1

- *Why is it important to consider the individual's needs when choosing interior backgrounds and materials?*
- *What are examples of background materials?*

EU 2

- *cost and availability often influence the choices people make for furnishings, as well as interior backgrounds and materials.*

EU 3

- *furniture styles have changed throughout history based on technological advances, world events, lifestyle changes, and the availability of materials.*

- *What are examples of furnishings?*

EU 2

- *What are some of the factors that influence the selection of materials in a design project?*
- *What are some factors that affect the cost of furnishings and background materials?*
- *What considerations determine if a product is worth the cost?*
- *How does the supply chain affect the availability of materials?*

EU 3

- *How can the knowledge of materials, construction and cost be used to select furniture that best meets the requirements of the user?*
- *What might the furniture of the future look like based on advances in technology?*
- *What impact has technology had on furniture styles throughout history?*

Knowledge

Students will know . . .

EU 1

- *various background materials. (1.5.12acc.Cr1b, 1.5.12prof.Cr2b)*
- *factors to consider when choosing wall, floor and ceiling materials. (1.5.12prof.Cr2b, 1.5.12prof.Cr1a)*

Skills

Students will be able to . . .

EU 1

- *identify the function of various background materials. (1.5.12acc.Cr1b, 1.5.12prof.Cr2b)*
- *determine the need for specific pieces within a room design. (1.5.12prof.Cr2b, 1.5.12prof.Cr1a)*

EU 2

- *the cost range of a variety of materials in each background group. (1.5.12acc.Cr1b)*
- *that the supply chain affects the availability of products. (1.5.12acc.Cr2c, 8.2.12.ETW.1, 8.2.12.ED.6)*
- *how to budget. (9.4.12.Cl.1, 1.5.12acc.Cr3a)*
- *various furnishings. (9.4.12.Cl.1)*

EU 3

- *textiles and materials used in furnishings. (8.2.12.ETW.1)*
- *furniture terminology. (RH.11-12.9, RH.9-10.3)*
- *famous furniture designers and historical events have impacted designs throughout history. (8.2.12.ED.6, RH.11-12.9)*

EU 2

- *choose the best product based on cost and quality. (1.5.12acc.Cr1b)*
- *choose appropriate furnishings for clients based on wants and needs. (1.5.12acc.Cr2c, 8.2.12.ETW.1, 8.2.12.ED.6)*
- *appropriately budget for the needs of their client for an interior space. (9.4.12.Cl.1, 1.5.12acc.Cr3a)*
- *identify furnishing based on design characteristics. (9.4.12.Cl.1)*

EU 3

- *select appropriate materials used for furnishings. (8.2.12.ETW.1)*
- *identify furniture designs based on small design details. (RH.11-12.9, RH.9-10.3)*
- *Identify historical influences on current furnishings. (8.2.12.ED.6, RH.11-12.9)*

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 window types and treatments. (A, EU1)*
- *Graphic organizers to compare and contrast floor materials, wall treatments and ceiling materials. (A, EU1 EU3)*
- *Teacher demonstration of material samples used in furniture construction. (A, EU1 EU3)*
- *Watch "HGTV Dream Home". (A, EU1 EU2 EU3)*
- *Create a display or booklet of a variety of window treatments and pair with the appropriate window choice. (A,M EU1)*
- *Work in groups to create charts of floor coverings, wall treatments and ceiling materials that list advantages and disadvantages of each. (M, EU1 EU3)*
- *Evaluate the cafeteria and the media center of your school to determine what types of backgrounds and materials are being used. (M,T EU1 EU2 EU3)*
- *Presentation of terminology, examples and information through various digital media. (A, EU3)*
- *History of Furniture Booklet (cut and paste pictures of various furniture items and label them according to chronology, details and construction). (A,M EU1 EU2 EU3)*
- *Have students take pictures of furnishing in their home and discuss construction and quality. (M, EU1 EU3)*
- *Online exploration of furniture stores to view pricing, details and quality to compare low, middle and high range furnishings. (T, EU1 EU2 EU3)*
- *Trip to a furniture store to see firsthand the quality of pieces available for purchase today. (A,M,T EU1 EU2 EU3)*
- *Trip to Winterthur Museum to view historical furnishing in context. (A,M,T EU1 EU2 EU3)*
- *Trip to IKEA to explore current trends in furniture design, construction and materials. (M,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

Color printer for printing images
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
Craft supplies such as Play-Doh, pompoms, feathers, beads, sequins, foam shapes, popsicle sticks, clay
Paint chips
Cricut & materials

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.