

Course: *Intro to Family & Consumer Science*
Unit #4: *Housing & Interior Design*

Year of Implementation: 2024-2025

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Stage One - Desired Results

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

{provide all applicable links to standards here}

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

- **Unit Standards:** *(keep each of the following headings in place)*
 - **Content Standards**
 - 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)
 - 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
 - 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
 - 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
 - 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
 - 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
 - 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6).
 - 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
 - 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.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
- **21st Century Life & Career Standards**
 - 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)
 - 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
 - 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
 - 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
 - 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
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 - 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
 - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
<https://www.state.nj.us/education/cccs/2020/2020%20NJSLs-CLKS.pdf>
- **National FCS Standards: Housing and Interior Design**
 - 11.4.3 Draft an interior space to scale using architecture symbols.
 - 11.4.4 Arrange furniture placement with reference to principles of design, traffic flow, activity, and existing architectural features.
 - 11.6 Evaluate client's needs, goals, and resources in creating design plans for housing and residential and commercial interiors.
 - 11.6.1 Assess financial resources needed to improve interior space.

- 11.6.2 Assess the client's community, family, and financial resources needed to achieve housing and interior design goals.
- 11.6.3 Assess a variety of available resources for housing and interior design, such as evidence based design that accounts for human factors and issues of human behavior.
- 11.6.4 Critique design plans to address client's needs, goals and resources.
- 11.6.5 Justify design solutions relative to client needs, including diversity and cultural needs, and the design process.

<https://www.leadfcsed.org/national-standards.htm>

○ ***Interdisciplinary Content Standards***

- 1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
- 1.5.12acc.Cr2c: Redesign an object, system, place, or design in response to contemporary issues.
- 1.5.12adv.Cr3a: Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision

- ***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: <https://www.nj.gov/education/amistad/about/>

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 make informed decisions on housing needs, while considering design elements, budgeting, and client preferences.

As aligned with LRHSD Long Term Learning Goal(s):<https://www.lrhdsd.org/Page/6163>

1. apply critical thinking and problem-solving skills to make reasoned decisions at home, in the workplace, and in the global community
2. manage finances and budgets responsibly
3. communicate and collaborate effectively in a variety of professional and personal situations

4. seek and attain employment, especially in FCS-related fields
5. develop skills and technical proficiencies that transfer to family life and global career opportunities

Enduring Understandings

Students will understand that. . .

EU 1

elements and principles of design help to create harmonious spaces.

EU 2

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

Essential Questions

- *How do design elements and principles change an interior space? (EU 1)*
- *How does a home and home design meet your physical, social, financial, and emotional needs? (EU 2)*

Knowledge

Students will know . . .

EU 1

- how to utilize the elements and principles of design to create goals of design.(11.6.4), (1.5.12acc.Cr3a)

EU 2

Skills

Students will be able to. . .

EU 1

- create a well designed interior space that meets the intended purpose and needs of the family or individual. (9.4.12.CT.1) (1.5.12acc.Cr2a,1.5.12acc.Cr2c,1.5.12adv.Cr3a)(11.4.3) (11.4.4) (11.6) (11.6.1)
- Apply the principles and elements to create a harmonious space. (9.4.12.CT.1) (1.5.12acc.Cr2a,1.5.12acc.Cr2c,1.5.12adv.Cr3a) (11.4.3) (11.4.4) (11.6) (11.6.1)

EU 2

- how lifestyle, family units, location, and finances influence your housing and design choices. (9.4.12.CI.1, 9.4.12.CI.3, 9.4.12.CT.1) (11.6.2, 11.6.4, 11.6.5)
- how to determine the appropriate housing based on all the wants and needs of the family or individual. (9.4.12.CT.1, 9.4.12.CT.1, 9.4.12.TL.3)

- determine the difference between a want and a need.(9.4.12.CT.1) (11.6)
- identify and contrast different types of dwellings (9.4.12.CI.3)
- compare and contrast housing needs. (9.4.12.CI.3, 9.4.12.CT.1)
- utilize their resources to locate and secure housing that meet their physical, social, financial, and emotional needs. (9.4.12.CT.1, 9.4.12.IML.8, 9.4.12.TL.3) (11.6.1, 11.6.2, 11.6.3)

Stage Two - Assessment

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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

- Watch and take notes on “What is a House?” DVD (A, EU 1)
- Floor Planner Scavenger Hunt worksheet (A, EU 1)
- Slideshow on the Elements, Principles, and Goals of Design (A EU1)
- Watch and take notes on the Color 101 DVD (A, EU 1)
- Activity on how to read and create a floor plan (A, M, EU 1)
- Create a “must have” list of your dream home. (A, M, EU 1)
- Watch an episode of HGTV’s “Love it or List it” (A, M, EU 1, EU2)
- Slideshow on how to select fabrics, paints, and materials to complete the presentation board (A, M EU1)

- Teacher lead discussion on the difference between a want and a need (A, M, EU2)
- Reading a Ruler Activity (A, M, EU 1)
- Create and complete a family questionnaire about changes they would make in their home and why (A, M, EU 1, EU 2)
- Interior Design, Contractor, Real Estate, or Architect Guest speaker (A, M, EU 1)
- How to become a millionaire activity finance lesson (A, M, EU 2)
- Types of homes research project with mini models (M, T, EU2)
- Lesson and activity on using graph paper to draw a floor plan, then creating a floor plan (M, T, EU 2)
- Guided meditation involving colors, color applications, and how they make you feel. (M,T, EU 1)
- Create a color wheel (M, T, EU 1)
- Create a floor plan of their Dream Home (M, T, EU 1)
- Haunted House project (T, EU1)
- Tiny House Project (T, EU 1)
- Interior Design Presentation board (T, EU1)

Pacing Guide

{This chart will be identical in all of the units for this course.}

<i>Unit #</i>	<i>Title of Unit</i>	<i>Approximate # of teaching days</i>
1	Family and Personal Dynamics	23 days
2	Foods and Nutrition	44 days
3	Fashion and Sewing	44 days
4	Housing and Interior Design	24 days

Instructional Materials

{Provide a list of all instructional materials used for this curriculum here. Items such as chromebooks and teaching tools such as Peardeck, EdPuzzle, etc... should NOT be listed.}

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.