



Park Hill School District

Building Successful Futures • Each Student • Every Day

High School Housing and Interior Environment Curriculum

Course Description: Housing and Interior Environment provides students with the opportunity to study the elements required to create an attractive and functional living space. This course introduces students to the wide variety of careers in the field of housing and interiors through hands-on activities. Technology and actual sample materials are used to develop projects related to architecture and interior design. Creativity and application of the elements and principles of design are emphasized.

Client-Connected Project: This course includes recommendations for at least one Client-Connected Project. These work-world situated projects are designed to give students opportunities to connect classroom learning to authentic settings beyond the walls of school. By successfully completing such projects, students grow professionally, build marketable skills for after graduation, and earn a Park Hill Future Ready Asset.



Scope and Sequence:

Timeframe	Unit	Instructional Topics
20 Blocks	Unit 1: Selecting Living Environments	Topic 1: Individual Factors in Selecting a Living Environment Topic 2: Global Factors in Selecting a Living Environment
60 Blocks	Unit 2: Creating Living Environments	Topic 1: Housing Styles Topic 2: Design Process Topic 3: The Space Topic 4: The Design Topic 5: Accessories
Integrated throughout semester	Unit 3: Careers in Housing	Topic 1: Career Research

Curriculum Revision Tracking

Fall, 2024

All Units:

- Removed ISTE Standards
- Added Learning Targets
- Reordered Engaging Experiences in Unit 1

Spring, 2024

Unit 1:

- Added client connected project to topic 1, experience 3.
- Added client connected project to topic 2, experience 2.
- Added client connected project to topic 2, experience 3.

Unit 2:

- Added client connected project to engaging scenario.

Spring, 2018

All Units:

- Updated ISTE Standards

Unit 1: Selecting Living Environments

Subject: Housing and Interior Environments

Grade: 9-12

Name of Unit: Selecting Living Environments

Length of Unit: 20 Blocks

Overview of Unit: Students will have an understanding of how the housing industry has evolved and will continue to evolve through the years. They will also be able to identify the types of housing available throughout their lifespan.

Priority Standards for unit:

- NSFCS 11.9 Develop a global view to weigh design decisions with the parameters of ecological, socioeconomic, and cultural contexts within the housing, interior design and furnishing industries.

Supporting Standards for unit:

- NSFCS 11.2 Evaluate housing and design concepts and theories, including green design, in relation to available resources and options.

Unwrapped Priority Standards:

Priority Standard: NSFCS 11.9 Develop a global view to weigh design decisions with the parameters of ecological, socioeconomic, and cultural contexts within the housing, interior design and furnishing industries.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will analyze the value of interior design to individuals, families, and society including the financial benefits and the impact of housing and interior design careers on individual/family, local, state, national, and global economies.	3
	Analyzing

Essential Questions:

1. How do changes throughout your lifespan impact your decision in deciding a living environment?
2. How do changes in society impact your decision in deciding a living environment?
3. How do cultural differences impact your decision in deciding a living environment?

4. What are the individual factors that influence your decision in selecting a living environment and why do they influence you to make that decision?

Enduring Understanding/Big Ideas:

1. There are six different stages in the lifespan. As people age their life stage will constantly change, and their needs will constantly change. They will alter their living decisions based on what is needed at that time.
2. Changes in society in the housing industry include technology, cost of living, and urbanization. As technology becomes more advanced in the housing industry it becomes easier to produce housing faster. More modern options are becoming available to individuals and might influence their decision in deciding on a home. The cost of living is influenced by the economy and is constantly fluctuating. As the cost of living increases it forces people to make decisions based on what they can afford. And lastly, urbanization has changed over the last twenty-five years. Cities are larger than ever before creating less places to live, crowded schools, and migration. As cities are becoming overcrowded people are starting to move further out to avoid not having a place to live, or a crowded school. As society continues to change it will have a profound effect on why people select the homes they do.
3. Cultures and customs change from one region of the world to the next. Different cultures can affect the type, style, arrangement, and furnishings of the home. This changes from one culture to the next and can also influence the design choices across different cultures.
4. The individual factors that influence your decision in selecting a living environment are wants versus needs, cost of living, renting versus buying, and the different types of housing available. All of these factors will vary based on the person. Knowing your individual wants, needs, and limits will make the decision-making process easier when deciding on a living environment.

Unit Vocabulary:

Lifespan/Family Life Cycle	Individual	Global
● Family Roles ● Household ● Life Cycle ● Family Structures	● Needs ● Wants ● Physical Needs ● Psychological Needs ● Values ● Disability ● Interest ● Lease ● Credit	● Density ● Demographics ● Environment ● Climate ● Culture ● Urban Planning ● Subdivision ● Housing Market ● Neighborhood

	• Mortgage • Housing • Row Houses • Tract Houses	• Single Family House • Multi Family House • Adobe • Yurt • Sustainable Design • Green Design
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Resources for Vocabulary Development:

Lewis, E. L., & Turner, C.S (2023), *Housing and Interior Design* (12th Ed.). Tinley Park, IL: The Goodheart-Willcox Company.

Topic 1: Individual Factors in Selecting a Living Environment

Engaging Experience 1

Title: Lifespan Timeline

Suggested Length of Time: 2-3 blocks

Standards Addressed

Priority:

- NSFCS 11.9 Develop a global view to weigh design decisions with the parameters of ecological, socioeconomic, and cultural contexts within the housing, interior design and furnishing industries.

Detailed Description/Instructions: After discussing the six different stages of life, students will create a timeline on poster board presenting the stages of life. Students will use paper, markers, and magazines to complete the assignment. If students choose to create their timeline digitally, they could use a program such as timeline maker or time toast. The timeline should include the stage, brief description of what occurs during the stage, and a picture of a home that could potentially be used during that stage of life. Students will present their final product to the class.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Experience 2

Title: House Hunters

Suggested Length of Time: 2-3 blocks

Standards Addressed

Priority:

- NSFCS 11.9 Develop a global view to weigh design decisions with the parameters of ecological, socioeconomic, and cultural contexts within the housing, interior design and furnishing industries.

Detailed Description/Instructions: After discussing the six different stages of life, students will receive a client and will have to determine the stage of life their client is in. Then the students, working in groups, find a house appropriate for their client's needs and stage of life. Students present their findings to the class. The class determines which house is best for the client.

Bloom's Levels: Create

Webb's DOK: 4

Engaging Experience 3

Title: Apartment Search

Suggested Length of Time: 3-4 blocks

Standards Addressed

Priority:

- NSFCS 11.9 Develop a global view to weigh design decisions with the parameters of ecological, socioeconomic, and cultural contexts within the housing, interior design and furnishing industries.

Detailed Description/Instructions: After discussing different types of housing, creating a wants vs needs lists, and setting a budget, students will research housing options in their dream city. Students will use apartment searching websites such as apartments.com to help complete their research. Students will create a chart to display their housing choices. The chart must include an apartment, a condominium, a rental home, and a home to purchase. For each of the types of housing students should include the following information: price, number of bedrooms/bathrooms, what is included in the cost, extra expenses, amenities, and a picture.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Experience 4

Title: Ideal Community Project - focus on mapping

Suggested Length of Time: 2 Blocks

Standards Addressed

- Priority: NSFCS 11.9 Develop a global view to weigh design decisions with the parameters of ecological, socioeconomic, and cultural contexts within the housing, interior design and furnishing industries.

Detailed Description/Instructions: You are practicing the occupational role of a City Planner/Urban Developer and the city is developing a new neighborhood suburb location. Follow the instructions given and create your ideal community.



Suggested Client-Connected Project Opportunity

Curriculum Alignment	Client-Connected Project addresses the Unit 1, Topic 1 standards listed above.
Client Engagement	<i>How this project is client-created, -initiated, or -approved:</i> Bring in industry expert(s) on City Planning/Urban Development. Explain process at start of project on how to design a community, in particular roads, zones, and dwellings. Could develop a panel of teachers to be the client/board to approve a final community plan that works for rural, suburban and city (3 final plans) as the client.
Industry Expert Involvement	<i>Industry expert(s) from which students will receive feedback:</i> Industry expert/city planner will give feedback at the start on “how to” and can come back to give feedback as students are working. <i>How/when feedback will be solicited throughout the project:</i> Feedback from the industry expert will be in answering questions from the start of the project. Throughout the project, feedback will be given by the instructor and the instructor can reach out to industry expert for authentic feedback. Daily progress check with the student should be done by the instructor to gauge understanding and ask/answer questions from the student.
Product or Deliverable	<i>Product/deliverable that will result from this project:</i> In-house student final product deliverable of a physical map that has labeled zones, roads, within community layout. Students create a community plan that has a map with the final product, along with exterior styles of homes, required zones and descriptions. <i>How this result is authentic to the industry in terms of process or product:</i> Application on aspects that are desired in a community Forward thinking for what they want in a community Forward thinking on road design, emergency access, traffic flow
Joint Evaluation	<i>Evaluation tool(s):</i>

	Oral in person or video oral presentation by student to deliver their overall plan with ideal community theme, map, needs met, and ideas about community. Grade on presentation - clearly communicating plan <i>Evaluation plan (incl. involvement of teacher, client, &/or industry expert):</i> Authentic feedback given from industry expert and teacher expert, opportunity for student to revise project prior to teacher grading
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Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Experience 5

Title: Selecting a Place to Live

Suggested Length of Time: 2 Blocks

Standards Addressed

Priority:

- NSFCS 11.9 Develop a global view to weigh design decisions with the parameters of ecological, socioeconomic, and cultural contexts within the housing, interior design and furnishing industries.

Detailed Description/Instructions: Students will use their knowledge on wants versus needs, cost of living, renting versus buying, and the different types of housing available to find housing for a given client.



Suggested Client-Connected Project Opportunity

Curriculum Alignment	<i>District curriculum connection &/or Missouri Learning Standard(s):</i> Client-Connected Project addresses the Unit 1, Topic 1 standards listed above.
Client Engagement	<i>How this project is client-created, -initiated, or -approved:</i> Realtor will present a client need/wants list to students. Or clients can be obtained from staff members searching for a new home. Students will find housing that will best fit their needs/wants and present to the realtor/staff member. The realtor/staff member will provide feedback on their choices.
Industry Expert Involvement	<i>Industry expert(s) from which students will receive feedback:</i> A realtor <i>How/when feedback will be solicited throughout the project:</i> Students will present 3 homes to the realtor/staff member and he/she will choose the best fit for the client
Product or Deliverable	<i>Product/deliverable that will result from this project:</i> A selection of a home that best fits the needs of the client. <i>How this result is authentic to the industry in terms of process or product:</i> This will show students the importance of researching available listings that best align with their clients' criteria
Joint Evaluation	<i>Evaluation tool(s):</i> Rubric <i>Evaluation plan (incl. involvement of teacher, client, &/or industry expert):</i> Authentic feedback given by industry expert.

Bloom's Levels: Analyze

Webb's DOK: 3

Topic 2: Global Factors in Selecting a Living Environment

Engaging Experience 1

Title: Housing Across the World

Suggested Length of Time: 2-3 blocks

Standards Addressed

Priority:

- NSFCS 11.9 Develop a global view to weigh design decisions with the parameters of ecological, socioeconomic, and cultural contexts within the housing, interior design and furnishing industries.

Detailed Description/Instructions: After discussing societal changes and cultural differences in the housing industry students will research and create a PowerPoint or Prezi about the housing industry in an assigned country. Research should include location and demographics, economy, socioeconomic status, materials used, weather in the region, cultural influences, similarities and differences where we live, and pictures of homes from the region. When the project is completed, students will present it to the class.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Experience 2

Title: Sustainable Designs - Tiny Homes, Earth Sheltered, Design Practices, Multi-purpose

Suggested Length of Time: 3 Blocks

Standards Addressed

Priority:

- NSFCS 11.9 Develop a global view to weigh design decisions with the parameters of ecological, socioeconomic, and cultural contexts within the housing, interior design and furnishing industries.

Detailed Description/Instructions:

Students will create a physical model of an exterior style of home that demonstrates key features of the exterior style (window placement, roof style, levels, design style). Part of the design process objective is to learn about sustainable design. Students can create a sustainable design home as their exterior style, ex. Could include a tiny home, earth sheltered home, or shipping container home, focusing on the sustainable products used, the sustainability of the home, cost/benefit, and pros/cons of sustainable designs.

An extension of this could run into interior design within Unit 2: Creating Living Environments, and focus on the interior sustainable design process, ex. How to use multi-purpose in a small space; space and function of a space., creating small scale multi-purpose furniture prototypes.



Suggested Client-Connected Project Opportunity

Curriculum Alignment	Client-Connected Project addresses the Unit 1, Topic 2 standards listed above.
Client Engagement	<i>Students can create sustainable designs in multiple aspects:</i> -Identify sustainable design exterior style options (tiny homes, earth homes) pros/cons, model of home. -Student can create model of multi-purpose sustainable design furniture for interior design as prototype for business or individual - this could serve as a solution for design space and function challenges
Industry Expert Involvement	<i>Industry expert(s) from which students will receive feedback:</i> Expert that builds or creates sustainable design <i>How/when feedback will be solicited throughout the project:</i> -Can be introduced as a topic, career introduction or can come in to explain the process and give feedback on the process steps during creation/construction -Could come in to give final feedback on completed designs
Product or Deliverable	<i>Product/deliverable that will result from this project:</i> -Student driven product created that industry expert could give authentic feedback on <i>How this result is authentic to the industry in terms of process or product:</i> -Learn about sustainable design hands on and receive industry feedback
Joint Evaluation	<i>Evaluation tool(s):</i> -Did the student demonstrate physical features of the exterior style of home? -Did the student demonstrate understanding of sustainable design? <i>Evaluation plan (incl. involvement of teacher, client, &/or industry expert):</i>

-Authentic feedback given, opportunity for student to revise project prior to teacher grading
Could come in to give final feedback on completed designs

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will design their “dream bedroom” based on their current wants, needs, budget, and life stage. Students will use their previously written list of wants and needs and set a realistic budget for themselves. Using a floor plan website such as floorplanner.com, students will create a room similar to their current living space. Using their wants and needs list and budget students will “shop” virtually, for items to put into their bedroom. Upon completion of their design, students will write a description of their space and the choices they have made. Their description should include:

- Budget
- Wants and Needs
- Type of home they currently live in
- Furniture pieces selected
- What life cycle their family is currently in
- How their wants and needs might change in the next two years
- What influenced their design choices based on family culture

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Individual Factors in Selecting a Living Environment	Lifespan Timeline	After discussing the six different stages of life. Students will create a timeline on poster board presenting the stages of life. Students will use paper, markers, and magazines to complete the assignment. If students choose to create their timeline digitally, they could use a program such as timeline maker or timetoast. The timeline should include the stage, brief description of what occurs during the stage, and a picture of a home that could potentially be used during that stage of life. Students will present their final product to the class.	2-3 Blocks
Individual Factors in Selecting a Living Environment	House Hunters	After discussing the six different stages of life. Students will receive a client and have to determine the stage of life their client is in. Then the students, working in groups, find a house appropriate for their client's needs and stage of life. Students present their findings to the class. The class determines which house is best for the client.	2-3 Blocks
Individual Factors in Selecting a Living Environment	Apartment Search	After discussing different types of housing, creating a wants vs needs lists, and setting a budget, students will research housing options in their dream city. Students will use apartment searching websites such as apartments.com to help complete their research. Students will create a chart to display their housing choices. The chart must include an apartment, a condominium, a rental home, and a home to purchase. For each of the types of housing students should include the following information: price, number of	3-4 Blocks

		bedrooms/bathrooms, what is included in the cost, extra expenses, amenities, and a picture.	
Individual Factors in Selecting a Living Environment	Ideal Community Project - focus on mapping	You are practicing the occupational role of a City Planner/Urban Developer and the city is developing a new neighborhood suburb location. Follow the instructions given and create your ideal community.	2 Blocks
Individual Factors in Selecting a Living Environment	Selecting a Place to Live	Students will use their knowledge on wants versus needs, cost of living, renting versus buying, and the different types of housing available to find housing for a given client.	2 Blocks
Global Factors in Selecting a Living Environment	Housing Across the World	After discussing societal changes and cultural differences in the housing industry students will research and create a PowerPoint or Prezi about the housing industry in an assigned country. Research should include: location and demographics, economy, socioeconomic status', materials used, weather in the region, cultural influences, similarities and differences where we live, and pictures of homes from the region. When the project is completed students will present it to the class.	2-3 Blocks
Global Factors in Selecting a Living Environment	Sustainable Designs - Tiny Homes, Earth Sheltered, Design Practices, Multi-purpose	Students will create a physical model of an exterior style of home that demonstrates key features of the exterior style (window placement, roof style, levels, design style). Part of the design process objective is to learn about sustainable design. Students can create a sustainable design home as their exterior style, ex. Could include a tiny home, earth sheltered home, or shipping container home, focusing on the sustainable products used, the sustainability of the home, cost/benefit, and pros/cons of sustainable designs.	3 Blocks

Unit 2: Creating Living Environments

Subject: Housing and Interior Environments

Grade: 9-12

Name of Unit: Creating Living Environments

Length of Unit: 60 blocks

Overview of Unit: Students will be able to identify the steps of the design process and understand what goes into creating a well-designed space. Students will identify the principles and elements of design that enhance a space and function as well as how color can impact a design.

Priority Standards for unit:

- NSFCS 11.7 Apply design knowledge, skills, processes, and theories and oral, written, and visual presentation skills to communicate design ideas.
- NSFCS 11.5 Analyze design and development of architecture, interiors, and furnishings through the ages.
- NSFCS 11.2 Evaluate housing and design concepts and theories, including green design, in relation to available resources and options.
- NSFCS 11.4 Demonstrate design, construction document reading, and space planning skills required for the housing, interior design and furnishings industries.
- NSFCS 11.6 Evaluate client's needs, goals, and resources in creating design plans for housing and residential and commercial interiors.

Unwrapped Priority Standards:

Priority Standard: 11.7 Apply design knowledge, skills, processes, and theories and oral, written, and visual presentation skills to communicate design ideas.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will prepare sketches, elevations, perspectives, and renderings using appropriate media.	3
	Analyzing
Students will prepare visual presentations including legends, keys, and schedules.	2
	Applying

Students will utilize a variety of presentation media including drawings, photography, video, computer, and software for client presentations.	4
	Creating
Students will utilize applicable building codes and universal design regulations and guidelines in space planning.	4
	Evaluating
Students will create floor plans using architectural drafting skills and computer aided design software.	4
	Creating
Priority Standard: 11.5 Analyze design and development of architecture, interiors, and furnishings through the ages.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will illustrate the development of architectural styles throughout history.	1
	Understanding
Students will compare and contrast historical architectural details to current housing and interior design trends.	3
	Analyzing
Priority Standard: 11.2 Evaluate housing and design concepts and theories, including sustainability and universal design, in relation to available resources and options.	
Learning Targets	Webb's DOK Level
	Bloom's Level

Students will evaluate the use of elements and principles of design in housing and commercial and residential interiors.	4
	Evaluate
Students will analyze the psychological impact that the principles and elements of design have on the individual.	3
	Analyze
Students will analyze the effects that the principles and elements of design have on aesthetics and function.	3
	Analyzing
Students will apply principles of human behavior, ergonomics, and anthropometrics to the design of housing, interiors, and furnishings.	2
	Apply
Priority Standard: 11.4 Demonstrate design, construction document reading, and space planning skills required for the housing, interior design and furnishings industries.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will evaluate floor plans for efficiency and safety in areas including but not limited to zones; traffic patterns; storage; and electrical, plumbing, ventilation, and thermal systems.	4
	Evaluate
Students will draft an interior space to scale using architecture symbols.	3
	Applying
Students will arrange furniture placement with reference to principles of design, traffic flow, activity, and existing architectural features.	3
	Applying

Students will apply building codes, universal design guidelines, and regulations in space planning and arrangement of furniture and furnishings.	3
	Applying
Students will demonstrate graphic communication skills (CAD, PowerPoint, sketching).	4
	Creating
Priority Standard: 11.6 Evaluate client's needs, goals, and resources in creating design plans for housing and residential and commercial interiors.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will assess the client's community, family, and financial resources needed to achieve housing and interior design goals.	4
	Evaluating
Students will 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.	4
	Evaluating
Students will critique design plans to address client's needs, goals and resources.	4
	Evaluating
Students will justify design solutions relative to client needs, including diversity and cultural needs, and the design process.	4
	Evaluating

Essential Questions:

1. How have housing styles influenced the creation of the living environment and the choices people make?
2. Why is it essential to know the steps for developing a design plan when working with a client?
3. What elements are essential to creating a space, how do they influence the living environment?
4. How do the principles of design, colors, and elements of design influence the living environment?
5. Why are furniture styles, accessories, and lighting essential to creating the living environment?

Enduring Understanding/Big Ideas:

1. Housing styles have changed throughout the years and have influenced changes in more recent housing choices. When creating the living environment home buyers influence new developments in housing design, which include new and old features that make living as simple and comfortable as possible for everyone in the home.
2. There are recommended steps to follow in developing a design plan. By following a design plan it will help to ensure a client is getting what they want in their space. As a designer it is important to ensure your client is getting the best design for them to fit their needs.
3. The elements that are essential in creating the design space are universal needs, the floor plan, space planning, and the backgrounds. These elements determine the layout of a space and help determine the overall design of a home. Without these elements a space would not be well designed.
4. The elements and principles of design are used to create a style. When used with the principles of design, the basic elements of design can help ensure the success of a design project. A color can be described in terms of its hue, intensity and value. Various types of color schemes can be created by using the color wheel. The color wheel along with principles and elements of design contribute to the overall style of a design.
5. The furnishings, lighting, and accessories in the design plan all contribute to the overall design style trying to be achieved. These design aspects can be changed based on the homeowner's preferences and can change the overall feel of a space without changing any permanent fixtures.

Unit Vocabulary:

<u>Housing Styles</u>	<u>Elements & Principles</u>	<u>Design & Accessories</u>
Dormer Cape Cod Garrison Scandinavian Mansard Roof Georgian Hip Roof Victorian Exterior Evaluation Rendering Specifications	Space Mass Line Form Realistic Abstract Texture Primary Color Secondary Color Tertiary Colors Value Tint Proportion Balance Design Rhythm Harmony Unity Symmetrical Asymmetrical Shade Monochromatic Complementary Analogous Color Scheme Golden Rectangle	Traditional Floor Plan Model Flooring Paint Faux Finish Fabric Antique Recycle Template Window Treatment Curtain Drapery Blinds Accessories Universal Design Ceiling Treatment Space Planning Scale Floor Plan Direct Lighting Indirect Lighting Design Process Design Styles

Resources for Vocabulary Development:

Lewis, E. L., & Turner, C.S (2023), *Housing and Interior Design* (12th Ed.). Tinley Park, IL: The Goodheart-Willcox Company.

Topic 1: Housing Styles

Engaging Experience 1

Title: Housing Styles Poster

Suggested Length of Time: 2 blocks

Standards Addressed

Priority:

- NSFCFS 11.5 Analyze design and development of architecture, interiors, and furnishings through the ages.

Detailed Description/Instructions: After discussing housing style features students will create a poster for their chosen housing style. The poster should be created digitally. The poster should include the following information: title, century and years prominent, distinguishing features, picture of the housing style, and picture(s) of the distinguishing features. Class will participate in a gallery walk to learn about each of the housing styles.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Experience 2

Title: Model House

Suggested Length of Time: 9-12 blocks

Standards Addressed

Priority:

- NSFCFS 11.5 Analyze design and development of architecture, interiors, and furnishings through the ages.
- NSFCFS 11.7 Apply design knowledge, skills, processes, and theories and oral, written, and visual presentation skills to communicate design ideas.

Detailed Description/Instructions: After discussing types of housing and distinguishing features of homes students will construct a model home. As a group, students will select a preferred model to construct. Materials to be used will include but are not limited to: cardboard, foam board, tag board, construction paper, paint, glue, toilet paper rolls, wooden dowel rods, shingle pieces, Popsicle sticks, toothpicks, cellophane, tissue paper, wallpaper samples, etc. Students will construct their model to resemble the exterior of their selected housing style. Upon completion of their model, students will create a brochure "selling" their home by explaining the distinguishing features of the home. Students will present their model homes to the class when finished.

Bloom's Levels: Analyze

Webb's DOK:

Topic 2: Design Process

Engaging Experience 1

Title: Creating a Client Profile

Suggested Length of Time: 2-3 blocks

Standards Addressed

Priority:

- NSFCS 11.6 Evaluate client's needs, goals, and resources in creating design plans for housing and residential and commercial interiors.

Detailed Description/Instructions: After discussing the steps of the design process students will be creating client profiles for their family. They will begin by writing a brief description of the family. They will then write a brief 1-2 sentence description of each member of the family. The items in the description will be about their likes, dislikes, hobbies, and personality. After understanding each person individually, students need to get a feeling for the house. They will describe each room in the house they currently live in. This description should include the rooms, colors, furniture, accessories, and overall feeling of the room. The student will then go home and interview each member of the family and what they would like to see changed in the home. This will become the individual member's wish list.

Bloom's Levels: Analyze

Webb's DOK: 3

Topic 3: The Space

Engaging Experience 1

Title: Universal Design Presentation

Suggested Length of Time: 2 blocks

Standards Addressed

Priority:

- NSFCS 11.2 Evaluate housing and design concepts and theories, including green design, in relation to available resources and options.
- NSFCS 11.4 Demonstrate design, construction document reading, and space planning skills required for the housing, interior design and furnishings industries.

Detailed Description/Instructions: After learning about Universal Design students will create a PowerPoint or Prezi. The presentation will show design solutions/alternatives for a disabled person and their family. Each group of students will be given a different disability to design for a space. Students will research design features to include in the following spaces: Kitchen, Bathroom, Bedroom, Entryway, Exterior of the home, Hallways, Doorways, and Flooring. For each space students should present two alternatives for the family. Upon completion of the presentation students will present to the class as if they are the designer. The class will select the best alternative for the family.

Bloom's Levels: Create

Webb's DOK: 4

Engaging Experience 2

Title: Walls/Ceilings/Flooring/Window Sample Book

Suggested Length of Time: 3-4 blocks

Standards Addressed

Priority:

- NSFCS 11.2 Evaluate housing and design concepts and theories, including green design, in relation to available resources and options.
- NSFCS 11.4 Demonstrate design, construction document reading, and space planning skills required for the housing, interior design and furnishings industries.

Detailed Description/Instructions: After discussing the different types of wall, ceiling, flooring, and window treatments available for homeowners, students will create a sample book. The book will include four different sections: Walls, Ceilings, Flooring, and Windows. For each section of the book students will need to include four different samples. The samples will be glued to paper. On each page a description of the sample will be written, and a suggested use will be given.

Bloom's Levels: Create

Webb's DOK:

Topic 4: The Design

Engaging Experience 1

Title: Principles and Elements of Design Portfolio

Suggested Length of Time: 3-4 blocks

Standards Addressed

Priority:

- NSFCS 11.2 Evaluate housing and design concepts and theories, including green design, in relation to available resources and options.

Detailed Description/Instructions: After discussing each design principle and element individually students will be creating a portfolio to better show their understanding of each topic. Students will be using magazine pictures to locate each principle and element within the design. Students will glue their magazine example onto a piece of paper, title the page, and describe how that picture showcases the element or principle. Each page of the portfolio should represent a different element or principle. Upon completion students will put each of their pages together like a book to form their portfolio.

Bloom's Levels: Evaluate

Webb's DOK: 3

Engaging Experience 2

Title: Color Wheel

Suggested Length of Time: 3-4 blocks

Standards Addressed

Priority:

- NSFCS 11.2 Evaluate housing and design concepts and theories, including green design, in relation to available resources and options.

Detailed Description/Instructions: After discussing the color wheel and color theory, students will be creating their own color wheel. They may work with a partner to complete the project. The project will be done on a piece of foam board, using colored pencils or paint. Students may research different color wheels using the computer, but cannot complete the project digitally. Students will be taking the basic idea of a color wheel, and putting their own spin on the idea to create something original. Examples: An eye with the iris being the different hues of the color wheel, a spider web, melting wax crayons, etc. The color wheel should include twelve colors: primary, secondary, and tertiary colors.

Bloom's Levels: Evaluate

Webb's DOK: 3

Topic 5: Accessories

Engaging Experience 1

Title: Furniture Shopping

Suggested Length of Time: 2 blocks

Standards Addressed

Priority:

- NSFCS 11.4 Demonstrate design, construction document reading, and space planning skills required for the housing, interior design and furnishings industries.

Detailed Description/Instructions: After discussing different types and styles of furniture students will participate in online shopping. Using a furniture store of their choice (IKEA, Nebraska Furniture Mart, etc.) students will shop for items on their checklist. As they are searching for furniture they will have to complete a chart containing: Store, Price, Type of Wood/Fabric Used, and Furniture Care.

Bloom's Levels: Apply

Webb's DOK: 3

Engaging Experience 2

Title: Recycled Accessory Project

Suggested Length of Time: 4-5 blocks

Standards Addressed

Priority:

- NSFCS 11.4 Demonstrate design, construction document reading, and space planning skills required for the housing, interior design and furnishings industries.

Detailed Description/Instructions: After discussing the different types of accessories and how they enhance a design and space, students will use Pinterest to identify accessory projects that can be created using previously owned or recycled items to create an accessory for a space. After selecting an item to create the class will take a field trip to a thrift store. At the store, students will have a budget of \$5-10 to purchase what they need for their project. Students may also bring supplies from home if needed. Upon returning to class students may use any other items in the classroom to help them complete their project. Students will take pictures before, during, and after the process of creating their design element. Students will be responsible for writing a blog entry to explain the process of creation. They should explain the trials and tribulations, along with successes of completing their accessory.

Bloom's Levels: Create

Webb's DOK: 4

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will practice roles in the career of an Interior Designer or Architect, students will be expected to create a functional design solution that meets the needs and wants of their client, while incorporating learned objectives from the class. Students will create a final product that utilizes the design thinking process with a prototype, receive feedback and make any necessary changes to get to an approved design solution from the client.



Suggested Client-Connected Project Opportunity

Curriculum Alignment	<i>District curriculum connection &/or Missouri Learning Standard(s):</i> ● NSFCS: 11.6 Evaluate client's needs, goals, and resources in creating design plans for housing and residential and commercial interiors. ● NSFCS: 11.1 Analyze career paths within the housing, interior design, and furnishings industries. ● NSFCS: 11.8 Analyze professional practices, procedures for business profitability and career success, and the role of ethics in the housing, interiors and furnishings industries.
Client Engagement	<i>How this project is client-created, -initiated, or -approved:</i> Students have the choice: find a client on their own, use the teacher provided client bank, OR participate in a hands-on client connected project off site (if allowable and workable). This would have differentiated layers: -<u>High level</u>: Could be client-created/initiated (example: Sadowsky Autism Center is a client with an ongoing relationship that needs projects done to transform space) -<u>Medium to low level</u>: Students find their own client or use the teacher approved bank.

Industry Expert Involvement	<i>Industry expert(s) from which students will receive feedback:</i> -Design problems often revolve around organization, decluttering, space and function. Bringing in an industry expert on interior design would be ideal to cover key concepts about working with a client and keeping personal wants/needs aside, but how to listen to the clients wants/needs to create an ideal solution. <i>How/when feedback will be solicited throughout the project:</i> -Initial introduction of the project day would be ideal for the industry expert to come in. Additional feedback could be halfway through the project work, the expert returns to give authentic feedback on presentation of ideas and solutions to lend to a quality final product.
Product or Deliverable	<i>Product/deliverable that will result from this project:</i> -<u>High level</u>: Students produce deliverable to client at off-site location -<u>Medium to low level</u>: Student will create a solution, but deliver no product <i>How this result is authentic to the industry in terms of process or product:</i> -<u>High, medium, to low</u>: Students are practicing communication skills, professional responsibilities and skills, and having to think about client needs and wants -<u>High level</u>: Will produce a deliverable good, receive constructive feedback along the way that they truly have to change in order to deliver good. Students will also have to collaborate as a team or work 1:1 with client, therefore increasing communication & professional skills to a higher level
Joint Evaluation	<i>Evaluation tool(s):</i> -Client's acceptance of product design solution -Course standards checklist <i>Evaluation plan (incl. involvement of teacher, client, &/or industry expert):</i> -Acceptance of product design solution is a final evaluation from the client -Industry expert would give feedback that helps to get a deliverable final product or deliverable design solution -Teacher evaluation would be meeting requirements of course content objectives required for the final product

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Housing Styles	Housing Styles Poster	After discussing housing style features students will create a poster for their chosen housing style. The poster should be created digitally. The poster should include the following information: title, century and years prominent, distinguishing features, picture of the housing style, and picture(s) of the distinguishing features. Class will participate in a gallery walk to learn about each of the housing styles.	2 blocks
Housing Styles	Model House	After discussing types of housing and distinguishing features of homes students will construct a model home. As a group, students will select a preferred model to construct. Materials to be used will include but are not limited to: cardboard, foam board, tag board, construction paper, paint, glue, toilet paper rolls, wooden dowel rods, shingle pieces, Popsicle sticks, toothpicks, cellophane, tissue paper, wallpaper samples, etc. Students will construct their model to resemble the exterior of their selected housing style. Upon completion of their model, students will create a brochure “selling” their home by explaining the distinguishing features of the home. Students will present their model homes to the class when finished.	9-12 blocks
Design Process	Creating a Client Profile	After discussing the steps of the design process students will be creating client profiles for their family. They will begin by writing a brief description of the family. They will then write a brief 1-2 sentence description of each member of the family. The items in the description will be	2-3 blocks

		about their likes, dislikes, hobbies, and personality. After understanding each person individually, students need to get a feeling for the house. They will describe each room in the house they currently live in. This description should include the rooms, colors, furniture, accessories, and overall feeling of the room. The student will then go home and interview each member of the family and what they would like to see changed in the home. This will become the individual member's wish list.	
The Space	Universal Design Presentation	After learning about Universal Design students will create a PowerPoint or Prezi. The presentation will show design solutions/alternatives for a disabled person and their family. Each group of students will be given a different disability to design for a space. Students will research design features to include in the following spaces: Kitchen, Bathroom, Bedroom, Entryway, Exterior of the home, Hallways, Doorways, and Flooring. For each space students should present two alternatives for the family. Upon completion of the presentation students will present to the class as if they are the designer. The class will select the best alternative for the family.	2 blocks
The Space	Walls/Ceilings/ Flooring/ Windows Sample Book	After discussing the different types of wall, ceiling, flooring, and window treatments available for homeowners, students will create a sample book. The book will include four different sections: Walls, Ceilings, Flooring, and Windows. For each section of the book students will need to include four different samples. The samples will be glued to paper. On each page a description of the sample will be written, and a suggested use will be given.	3-4 blocks

The Design	Principles and Elements of Design Portfolio	After discussing each design principle and element individually students will be creating a portfolio to better show their understanding of each topic. Students will be using magazine pictures to locate each principle and element within the design. Students will glue their magazine example onto a piece of paper, title the page, and describe how that picture showcases the element or principle. Each page of the portfolio should represent a different element or principle. Upon completion students will put each of their pages together like a book to form their portfolio.	3-4 blocks
The Design	Color Wheel	After discussing the color wheel and color theory, students will be creating their own color wheel. They may work with a partner to complete the project. The project will be done on a piece of foam board, using colored pencils or paint. Students may research different color wheels using the computer, but cannot complete the project digitally. Students will be taking the basic idea of a color wheel, and putting their own spin on the idea to create something original. Examples: An eye with the iris being the different hues of the color wheel, a spider web, melting wax crayons, etc. The color wheel should include twelve colors: primary, secondary, and tertiary colors.	3-4 blocks
Accessories	Furniture Shopping	After discussing different types and styles of furniture students will participate in online shopping. Using a furniture store of their choice (IKEA, Nebraska Furniture Mart, etc.) students will shop for items on their checklist. As they are searching for furniture they will have to complete a chart containing: Store, Price, Type of Wood/Fabric Used, and Furniture Care.	2 blocks

Accessories	Recycled Accessory Project	After discussing the different types of accessories and how they enhance a design and space, students will use Pinterest to identify accessory projects that can be created using previously owned or recycled items to create an accessory for a space. After selecting an item to create the class will take a field trip to a thrift store. At the store, students will have a budget of \$5-10 to purchase what they need for their project. Students may also bring supplies from home if needed. Upon returning to class students may use any other items in the classroom to help them complete their project. Students will take pictures before, during, and after the process of creating their design element. Students will be responsible for writing a blog entry to explain the process of creation. They should explain the trials and tribulations, along with successes of completing their accessory.	4-5 blocks
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Unit 3: Careers in Housing

Subject: Housing and Interior Environments

Grade: 9-12

Name of Unit: Careers in Housing

Length of Unit: Integrated throughout semester

Overview of Unit: Students will focus on careers in the Housing and Interior Environment Field. They will have an understanding for different career paths and how to achieve goals related to careers.

* This unit is integrated throughout the semester as the career choices apply to the other topics.

Priority Standards for unit:

- NSFCS 11.1 Analyze career paths within the housing, interior design, and furnishings industries.

Unwrapped Priority Standards:

Priority Standard: NSFCS: 11.1 Analyze career paths within the housing, interior design, and furnishings industries.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain the roles and functions of individuals engaged in housing and interior design careers.	Analyzing
	3
Students will analyze career paths and opportunities for employment and entrepreneurial endeavors.	Analyze
	3
Students will summarize education, training, and credentialing requirements and opportunities for career paths in housing and interior design.	Analyzing
	3

Essential Questions:

1. How does understanding your abilities and interests help shape your options in different career paths?

Enduring Understanding/Big Ideas:

1. There are a wide variety of career paths within the Housing and Interior Environments umbrella. Understanding your abilities and interests will help determine which of the different career paths available would be of interest to you.

Unit Vocabulary:

- Trade
- Career
- Occupation
- Entrepreneur
- Internship
- Resume
- Communication
- Career Cluster

Resources for Vocabulary Development:

Lewis, E. L., & Turner, C.S (2023), *Housing and Interior Design* (12th Ed.). Tinley Park, IL: The Goodheart-Willcox Company.

Topic 1: Career Research

Engaging Experience 1

Title: Career Research

Suggested Length of Time: 5 blocks

Standards Addressed

Priority:

- NSFCS 11.1 Analyze career paths within the housing, interior design, and furnishings industries.

Detailed Description/Instructions: Students will select a career path to research from the list of given careers within the Housing and Interior Environment field. During their research they will put together a digital presentation, ex. PowerPoint or Prezi Presentation. Their presentation should include description of job, colleges or universities offering the degree, starting salary, opportunities available in the field, etc. Students will also be required to write a cover letter as if they are applying for a job within this field. The cover letter should introduce the student, explain the skills they currently possess within the field, and why they would like to work in their chosen field. Students will present their presentations to the class upon completion.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Experience 2

Title: Guest Speaker

Suggested Length of Time: 1 block

Standards Addressed

Priority:

- NSFCS 11.8 Analyze professional practices, procedures for business profitability and career success, and the role of ethics in the housing, interiors and furnishings industries.

Detailed Description/Instructions: After discussing careers in the Housing and Interior Industries students will listen to a guest speaker talk about their field within Housing and Interiors. As students are listening to the speaker, they will be required to answer questions about the speaker, and to ask at least one question during the presentation.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will complete an interview of someone within the field of Housing and Interiors. The interview does not have to coincide with the same career they researched earlier in the unit. The interview could be completed in person, skype, via the telephone, it cannot be done via email. The student should find out from the interviewee how they became interested in the field, the education path they took, what job duties they enjoy, job duties that are least enjoyable, and any other questions the student seems necessary. The students will write a summary of the interview and share their findings with the class.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Career Research	Career Research	Students will select a career path to research from the list of given careers within the Housing and Interior Environment Field. During their research they will put together a digital presentation, ex. PowerPoint or Prezi Presentation. Their presentation should include: description of job, colleges or universities offering the degree, starting salary, opportunities available in the field, etc. Students will also be required to write a cover letter as if they are applying for a job within this field. The cover letter should introduce the student, explain the skills they currently possess within the field, and why they would like to work in their chosen field. Students will present their presentations to the class upon completion.	5 blocks
Career Research	Guest Speaker	After discussing careers in the Housing and Interior Industries students will listen to a guest speaker talk about their field within Housing and Interiors. As students are listening to the speaker, they will be required to answer questions about the speaker, and to ask at least one question during the presentation.	1 block

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.