



Regional Occupational Program

Interior Design 2026-2027

COURSE DESCRIPTION

This course is designed to teach students the elements of design. Students learn to create an impact through the use of color, fabrics and textures. Instruction includes the history of interior design, design theory, and project presentation. Students will learn to determine the scope of a project, develop and present a proposal, and implement a project. Communication skills, interpersonal skills, teamwork, and ethics are addressed. English language arts and math are reinforced throughout the course.

Course Information

Course Length: 1 Year
 Prerequisite: None
 Course Level: Concentrator
 UC: No
 Articulated: No
 Industry Cert.: No
 Industry Sector: Fashion and Interior Design
 Pathway: Interior Design
 CALPADS: 7820

O*Net SOC Codes

27-1025 Interior Designers
 27-1026 Merchandise Display/Window
 Trimmer

Legend

CTE - PS CTE Pathway Standards
 CRP Career Ready Practices
 CTE - AS CTE Anchor Standards
 CCSS Common Core State Standards
 ISTE International Society for Technology in
 Education

Interior Design

Course Orientation

- a. Discuss objectives for this course, including competencies, teacher expectations, classroom policies, and procedures.
- b. Identify and discuss the acquisition of transferable skills (communication, collaboration, creativity, and critical thinking) and their importance to being college and career ready and for future personal and professional success.
- c. Review objectives, competencies, and course syllabus.
- d. Discuss student and teacher expectations, including behavior, class rules, appropriate dress, pre-course knowledge, and grading policies, including enrollment and attendance requirements and procedures, and classroom/school safety and disaster procedures.
- e. Discuss next steps in course sequence related to the career pathway, the need for reinforcement of basic skills, transferrable skills, and postsecondary and career options.
- f. Discuss the Big Six: Career Ready Essentials and the Standards for Career Ready Practice as they relate to this course, all aspects of the industry sector, and being college and career ready.

Big Six: Career Ready Essentials

1. Effective Communication	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ol style="list-style-type: none"> a. Demonstrate effective verbal communication and conflict resolution skills. Use the writing process to develop written communication with the appropriate tone, organization, and format for the identified audience. b. Use the writing process to develop written communication with the appropriate tone, organization, and format for the identified audience. c. Explain the effect of interpersonal skills on one's ability to communicate effectively and develop relationships. d. Describe the impact of ineffective communication on business relationships. e. Analyze the impact of vocabulary, body language, and tone on verbal communication. f. Demonstrate active listening skills. g. Accurately interpret industry-specific written communication. h. Model responsible and effective use of various communication technologies. i. Identify valid and reliable digital reference and resource materials. j. Gather information from multiple digital sources to compare and contrast, synthesize, and summarize. k. Identify and use appropriate communication and collaboration technologies. l. Utilize technology to problem solve, accomplish tasks, and to produce or publish products. 		<u>1</u> <u>2</u> <u>11</u>	<u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u> <u>SLS</u> <u>11-12.2</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u> <u>WS</u> <u>11-12.7</u> <u>11-12.6</u>	<u>1b,c</u> <u>2c</u> <u>3b,c</u> <u>5c</u> <u>6b,c,d</u>
2. Collaboration, Creativity, and Critical Thinking	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ol style="list-style-type: none"> a. Demonstrate critical thinking skills for a variety of purposes and in different settings. Collaborate to reach consensus on an identical objective through the sharing of knowledge, tasks, and learning. 		<u>2</u> <u>4</u> <u>5</u>	<u>2</u> <u>3</u> <u>4</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u>	<u>1c</u> <u>3c,d</u> <u>4a-d</u>

<p>b. Collaborate to reach consensus on an identical objective through the sharing of knowledge, tasks, and learning.</p> <p>c. Discuss the importance of the critical thinking process to real-world applications.</p> <p>d. Evaluate the impact of creative thinking on problem solving and innovation in real-world applications.</p> <p>e. Compile work that demonstrates the process used to (elaborate, refine, analyze) evaluate original ideas and maximize creative efforts.</p> <p>f. Apply divergent and convergent thinking to the development of an original idea or solution.</p> <p>g. Examine real-world limits to adopting ideas.</p> <p>h. Demonstrate creative thinking (preparation, insight, evaluation, elaboration, and communication) to create a new idea or concept.</p> <p>i. Assume shared responsibility for collaborative work, and value the individual contributions made by each team member.</p> <p>j. Evaluate evidence, arguments, claims, and beliefs to identify connections.</p> <p>k. Identify bias, prejudice, propaganda, self-deception, distortion, and misinformation.</p> <p>l. Produce intellectual, informational, or material products that serve an authentic purpose.</p> <p>m. Work effectively and respectfully with those from diverse backgrounds or cultures.</p> <p>n. Demonstrate respect, trust, commitment, and the ability to compromise in collaborative projects.</p>		<p><u>7</u> <u>9</u> <u>10</u> <u>11</u></p>	<p><u>5</u> <u>7</u> <u>8</u> <u>9</u> <u>11</u></p>	<p><u>SLS</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u> <u>11-12.2</u></p> <p><u>WS</u> <u>11-12.7</u> <u>11-12.6</u></p>	<p><u>5c,d</u> <u>6c</u> <u>7b,c,d</u></p>
<p>3. Leaders and Teams: Roles and Responsibilities</p>	<p>CTE - PS</p>	<p>CRP</p>	<p>CTE - AS</p>	<p>CCSS</p>	<p>ISTE</p>
<p>a. Determine the individual and team members' roles and responsibilities.</p> <p>b. Demonstrate leadership skills and qualities (i.e., reliability, negotiation skills, initiative, positive reinforcement, recognition of others' efforts, problem-solving skills, conflict resolution, and delegation).</p> <p>c. Explain the importance of technical, social, and communication skills to team success.</p> <p>d. Compare and contrast leadership styles and their effectiveness in various situations.</p> <p>e. Organize and delegate responsibilities in a team setting to encourage ideas, perspectives, and contributions from all team members.</p> <p>f. Develop a strong sense of team identity by brainstorming solutions, volunteering, assisting others, practicing respect and courtesy, and taking initiative.</p> <p>g. Examine situations in which a follower becomes the leader.</p> <p>h. Describe twenty-first-century skills required across all occupations.</p> <p>i. Identify and discuss the characteristics of a successful team (i.e., leadership, cooperation, and effective decision-making).</p> <p>j. Leverage social and cultural differences to increase innovation and quality of work.</p>		<p><u>7</u> <u>8</u> <u>9</u></p>	<p><u>3</u> <u>7</u> <u>8</u> <u>9</u> <u>11</u></p>	<p><u>SLS</u> <u>11-12.2</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u></p> <p><u>WS</u> <u>11-12.6</u></p>	<p><u>7a,c</u></p>

4. Legal, Ethical, and Environmental Considerations	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Demonstrate industry specific ethical and legal practices. b. Identify eco-friendly industry specific practices and resources. c. Identify local, state, and federal regulatory agencies, entities, laws, and regulations. d. Identify discrimination based on race, nationality, religion, gender, age, disability, or sexual orientation. e. Summarize the ethical and legal implications of workplace discrimination and harassment. f. Explain the concept of corporate citizenship. g. Examine an employer's role in protecting the health and welfare of employees, the community, and the environment. h. Analyze current environmental laws and regulations and their impact on industry. i. Compare and contrast both society's and industry's impact on the environment. 		<u>5</u> <u>7</u> <u>8</u> <u>12</u>	<u>3</u> <u>5</u> <u>7</u> <u>8</u> <u>9</u> <u>11</u>	<u>WS</u> <u>11-12.6</u> <u>11-12.7</u> <u>SLS</u> <u>9-10</u> <u>11-12.1</u> <u>11-</u> <u>12.1d</u> <u>11-12.2</u>	<u>2a,b</u> <u>3a,b</u> <u>5c</u> <u>6c</u>
5. Personal Growth and Career Planning	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Demonstrate continued personal development and growth. b. Develop and manage a personal growth and career plan. c. Explain the relationship between sound financial habits and financial security. d. Create and manage a personal financial plan. e. Demonstrate initiative in achieving personal and professional goals. f. Apply time management strategies to meet deadlines. g. Demonstrate a growth mindset through flexibility and a positive attitude. h. Select and demonstrate appropriate job-search and retention techniques. i. Demonstrate strategies to prepare for employment. j. Demonstrate interpersonal skills appropriate for the workplace. k. Elaborate on the importance of perseverance to personal and professional success. l. Discover personal career interests, aptitudes, and skills. 		<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>6</u>	<u>2</u> <u>3</u> <u>4</u> <u>7</u> <u>8</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u> <u>SLS</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u> <u>11-12.2</u> <u>WS</u> <u>11-12.6</u>	<u>1a</u> <u>3a,c</u> <u>4d</u> <u>6a,d</u> <u>7b</u>
6. Workplace Safety and Personal Wellness	CE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Demonstrate proper industry specific safe work practices to prevent injury or illness. b. Assess the potential impact of goal setting on personal and professional success. c. Describe the role of security and emergency procedures in workplace safety. d. Describe the effect of preventative measures on emergencies in the workplace. e. Identify and describe the causes, prevention, and treatment of common accidents. f. Identify local, state, and federal agencies that regulate workplace safety. g. Explain the role of the California Occupational Safety and Health Administration (Cal-OSHA) and the Environmental Protection Agency (EPA). h. Discuss the basics of system operations. i. Demonstrate the proper use of personal protective equipment (PPE). j. Explain the purpose of and accurately interpret a Safety Data Sheet (SDS). 		<u>2</u> <u>5</u> <u>6</u> <u>8</u> <u>12</u>	<u>2</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>10</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u> <u>WS</u> <u>11-12.7</u> <u>11-12.6</u> <u>SLS</u> <u>9-10</u> <u>11-12.1</u>	<u>1a,d</u> <u>2a,d</u> <u>5b</u>

<ul style="list-style-type: none"> k. Identify hazardous materials and chemicals. l. Demonstrate proper procedures to respond to work-related accidents and injuries. m. Describe how ergonomics, housekeeping, and maintenance are related to accidents and injuries. n. Demonstrate cyber ethics, cyber safety, and cybersecurity. o. Assess the potential impact of preventative physical and mental health measures on workplace safety. 				11-12.1d	
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Interior Design Units of Instruction

7. Introduction to Interior Design	CTE-PS	CRP	CTE- AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Understand the complexity of the interior design industry. b. Identify and describe interior design careers. c. Identify postsecondary education options in the field of interior design. d. Describe career opportunities within the interior design field, including identifying careers in residential, commercial, hospitality, and specialized interior design. e. Understand how the interior design industry functions, knowledge of materials/resources, and effective business practices. f. Explain how resources such as periodicals, mass media, and the Internet are used in interior design. g. Describe professional organizations such as American Society of Interior Designers and National Kitchen and Bath Association. h. Identify the “next steps” in the course sequence related to additional education, training, and employment. 	B1.1 B1.4 B1.6 B1.7	1 2 3 5 11	1 2 3 5 11	LS 9-10 11-12.6 SLS 1-12.2 WS 11-12.7	
8. History of Interior Design	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Describe significant historical developments and styles in interior design. b. Identify basic furniture styles and interiors from historical periods. c. Identify historical periods of interior design and explain the impact of historical events on design style. d. Explain the contribution of major designers on design trends. e. Describe the elements of early design styles. f. Identify and describe the features of period design, including Victorian, Neo-classical, 19th Century, Arts and Crafts, and Art Deco. g. Compare the elements of contemporary design to period design. h. Demonstrate the use of vocabulary appropriate to the industry. 	B9.0 B9.1 B9.3 B9.4	1 2 5 11	1 2 5 11	LS 9-10 11-12.6 WS 11-12.7	

9. Design Basics	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. Understand and apply the elements and principles of design to various aspects of the interior design industry.</p> <p>b. Describe the elements of good design and why they are important.</p> <p>c. Explain the feelings that space can convey.</p> <p>d. Determine ways to change the apparent size of a space.</p> <p>e. Demonstrate ways to use line to create a specific effect.</p> <p>f. Analyze the effect created by forms and shapes in various designs.</p> <p>g. Illustrate how texture can be used to create a desired effect.</p> <p>h. Analyze the way that proportion is used in effective designs.</p> <p>i. Analyze scale and the way scale is used in design.</p> <p>j. Explain the importance of balance in a design.</p> <p>k. Explain ways to achieve various types of rhythm.</p> <p>l. Describe how to create emphasis.</p> <p>m. Assess the importance of balancing unity with variety.</p>	B3.0 B3.1 B5.0 B10.6	1 2 5 11	1 2 5 11	LS 9-10 11-12.6 WS 11-12.7	
10. Design for Special Needs	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. Understand the concept of universal design as it applies to people with and without disabilities and the compliance requirements of the American with Disabilities Act.</p> <p>b. Identify familiar ADA design solutions seen in daily American life.</p> <p>c. Compare and contrast the advantages and disadvantages of the concept of universal design.</p> <p>d. Identify projects that must comply with the Americans with Disabilities Act.</p> <p>e. Analyze space needs on the basis of clients' specifications.</p> <p>f. Describe designs for bathrooms, kitchens, offices, entrances, and exits that may accommodate disabled people.</p>	B5.6 B5.7	1 2 5 11 12	1 2 5 11	LS 9-10 11-12.6 WS 11-12.7	
11. Color	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. Create a color scheme and explain the impact and influence of the colors you have selected.</p> <p>b. Analyze how color can be used to create moods and illusions.</p> <p>c. Explain how primary colors are used to produce other colors on the color wheel.</p> <p>d. Describe the effects of intensity and value on various hues.</p> <p>e. Identify the characteristics of different types of color schemes.</p> <p>f. Describe factors to consider when planning a color scheme.</p> <p>g. Describe the psychological effect of warm and cool colors.</p> <p>h. List factors that influence a color scheme.</p> <p>i. Identify and resolve common color problems.</p>	B10.4 B10.6	1 2 5 10 11	1 2 5 11	LS 9-10 11-12.6 WS 11-12.7	

12. Textiles and Texture	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Demonstrate the appropriate use of fabrics and textures. b. Identify general characteristics and maintenance of various fibers, fabrics, and finishes. c. Describe color and design trends for textiles. d. Compare and contrast natural and synthetic fibers. e. Discuss how weave affects dyeing, printing, and finishes. f. Discuss the effect of wear and fading of textiles in relation to dyeing, printing, finishes, and types of fabrics. g. Relate the use of pattern and texture to the overall design. h. Demonstrate the selection and application of textiles and texture related to windows, floors, wall coverings, and upholstery. i. Name the uses of textiles in interior design products. 	B10.0 B10.1 B10.2 B10.3	1 2 5 11	1 2 5 11	LS 9-10 11-12.6 WS 11-12.7	
13. Wall and Window Treatments	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Describe the design process used to determine window and wall treatments. b. Understand the selection of window and wall treatments for residential, commercial, and mobile interiors. c. Explain the purposes that window treatments serve. d. Explain how the use of textures, various finishes, and wallpaper affect the overall design plan. e. Identify the different types of windows. f. Describe the function, appearance, installation, and maintenance of primary types of window treatments and wall coverings. g. Compare and contrast the effect of hard window treatments, including blinds, shades, and shutters with soft window treatments, such as draperies. h. Demonstrate the methods for measuring wall and window treatments and estimating costs for the finished product. i. Demonstrate the use of vocabulary pertaining to wall and window treatments that is appropriate to the industry. 	B6.0 B6.2 B6.4 B6.5	1 2 5 11	1 2 5 11	LS 9-10 11-12.6 WS 11-12.7	
14. Flooring	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. List and describe the features of various types of floor covering. b. Describe the function, appearance, installation, maintenance of flooring. c. Identify the various types of hard floor surfaces, including wood, tile, stone, and soft floor covering, such as carpets and rugs. d. Demonstrate the method used to measure for floor covering and estimate the cost of material and installation. e. Compare the types and appropriate use of under-flooring. 	B6.0 B6.2 B6.4 B6.5	1 2 5 11	1 2 5 11	LS 9-10 11-12.6 WS 11-12.7	

<p>f. Demonstrate the use of vocabulary pertaining to floor covering that is appropriate for the industry.</p> <p>g. List other types of flooring such as, i.e., artificial wood, ceramic tile, and marble, and describe durability, esthetics, and costs.</p>					
15. Lighting	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. Summarize guidelines for choosing appropriate lighting and energy efficiency.</p> <p>b. Describe the function, appearance, installation, and maintenance of primary types of lighting.</p> <p>c. Relate lighting fundamentals, such as light quality, light levels, and color to the overall design plan.</p> <p>d. Explain the function of different types of lighting, including portable, wall mount, ceiling mount, built-in, and lighting systems.</p> <p>e. Discuss the use and effect of general, task, and accent lighting.</p> <p>f. Describe different types of light sources and fixtures, including incandescent, fluorescent, high intensity discharge, solar tubes, and natural light.</p> <p>g. Demonstrate the use of vocabulary pertaining to lighting that is appropriate for the industry.</p> <p>h. Explain the process for installing lighting.</p> <p>i. Define ambience and describe how a decorator creates this mood.</p>	<p>B6.0</p> <p>B6.2</p> <p>B6.4</p> <p>B6.5</p>	<p>1</p> <p>2</p> <p>5</p> <p>11</p>	<p>1</p> <p>2</p> <p>5</p> <p>11</p>	<p>LS</p> <p>9-10</p> <p>11-12.6</p> <p>WS</p> <p>11-12.7</p>	
16. Furnishing and Accessories	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. Summarize the history of furniture and describe what influenced its design.</p> <p>b. Understand the selection of furniture, upholstery, slipcovers and accessories for residential, commercial, and mobile interiors.</p> <p>c. Identify and describe furnishings and accessories appropriate for period designs, including Victorian, Neo-classical, 19th Century, Arts and Crafts, and Art deco.</p> <p>d. Suggest ways to use accessories to personalize a home design.</p> <p>e. Describe how to display accessories attractively.</p> <p>f. Identify furnishings and accessories that support a traditional, transitional, contemporary, or eclectic style of design.</p> <p>g. Discuss the importance of construction and quality considerations for case goods, upholstered items, and built-in cabinetry.</p> <p>h. Demonstrate the use of vocabulary pertaining to furnishings and accessories appropriate to the industry.</p> <p>i. Analyze recurring historical designs in today's furnishings.</p>	<p>B7.0</p> <p>B7.2</p> <p>B9.2</p> <p>B9.3</p>	<p>1</p> <p>2</p> <p>5</p> <p>10</p> <p>11</p>	<p>1</p> <p>2</p> <p>5</p> <p>11</p>	<p>LS</p> <p>9-10</p> <p>11-12.6</p> <p>WS</p> <p>11-12.7</p>	
17. Scope of Project	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. Understand and apply important aspects of design, space planning, and know the characteristics of interior systems.</p>	<p>B2.1</p> <p>B2.4</p>	<p>1</p> <p>2</p>	<p>1</p> <p>2</p>	<p>LS</p> <p>9-10</p>	

<p>b. Identify how various factors affect budgets and profits.</p> <p>c. Understand the importance of clients' needs to the development of a design concept.</p> <p>d. Analyze space needs on the basis of clients' specifications.</p> <p>e. Develop project proposals based on function, need, client use, and client lifestyle for an existing environment and a new environment.</p> <p>f. List the factors to consider in projecting a timeline for a project.</p> <p>g. Explain how space considerations can impact a project.</p> <p>h. List the items to be included in a preliminary budget for the project.</p> <p>i. Develop a preliminary budget for the project.</p>	<p>B2.6</p> <p>B5.0</p> <p>B5.1</p> <p>B5.4</p>	<p>5</p> <p>10</p> <p>11</p>	<p>5</p> <p>11</p>	<p>11-12.6</p> <p>WS</p> <p>11-12.7</p>	
<p>18. Project Design</p>	<p>CTE - PS</p>	<p>CRP</p>	<p>CTE - AS</p>	<p>CCSS</p>	<p>ISTE</p>
<p>a. Design a space plan and demonstrate an understanding of scale and proportion.</p> <p>b. Integrate various types of technology in the design process.</p> <p>c. Identify the first five steps in developing a design plan.</p> <p>d. Describe factors to examine when taking an inventory of an existing environment.</p> <p>e. Understand the measurements of interior spaces and how to determine square footage.</p> <p>f. Understand the traffic flow and product/furniture placement requirements for an interior design project.</p> <p>g. Complete scale drawings, elevations, renderings, and sample boards of a room and its furnishings.</p> <p>h. Create a color scheme based on the customer's goals for the project.</p> <p>i. Evaluate products and materials to be used in the design plan.</p> <p>j. Create a presentation board for the project.</p> <p>k. Demonstrate use of design technology.</p>	<p>B5.2</p> <p>B5.4</p> <p>B5.5</p>	<p>1</p> <p>2</p> <p>4</p> <p>5</p> <p>10</p> <p>11</p>	<p>1</p> <p>2</p> <p>4</p> <p>5</p> <p>11</p>	<p>LS</p> <p>9-10</p> <p>11-12.6</p> <p>WS</p> <p>11-12.6</p> <p>11-12.7</p>	
<p>19. Project Presentation</p>	<p>CTE - PS</p>	<p>CRP</p>	<p>CTE - AS</p>	<p>CCSS</p>	<p>ISTE</p>
<p>a. Present a design plan that depicts creativity and uniqueness in the use of materials, space, and color.</p> <p>b. Understand the importance of clients' needs to the development of a design concept.</p> <p>c. Master presentation skills necessary to sell design concepts to a potential client.</p> <p>d. Explain the importance of developing presentation skills that create desire through enthusiasm and excitement.</p> <p>e. Describe the items reflected on the presentation board.</p> <p>f. State the rationale for the design by addressing features, benefits, and responsiveness to the client's needs and desires.</p> <p>g. Solicit client input by addressing objections, making suggestions and offering alternate scenarios.</p> <p>h. Present a cost estimate and time line for the project.</p>	<p>B5.8</p> <p>B6.5</p>	<p>1</p> <p>2</p> <p>5</p> <p>10</p> <p>11</p>	<p>1</p> <p>2</p> <p>5</p> <p>11</p>	<p>LS</p> <p>9-10</p> <p>11-12.6</p> <p>WS</p> <p>11-12.7</p>	

20. Project Management	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. Describe the steps involved in implementing a project.</p> <p>b. Understand how designers and industry professionals keep appropriate records, write correspondence, and use forms to manage accounts and workflow.</p> <p>c. Explain how designers determine their fees for services and materials.</p> <p>d. Demonstrate the process for ordering materials.</p> <p>e. Plan and organize work schedules with a timeline showing the stages from consultation through installation.</p> <p>f. Explain the procedure for change orders.</p> <p>g. Prepare billing statements.</p> <p>h. Explain the importance of regular documentation of all actions that affect schedule and budget.</p> <p>i. Describe how industry specific technology aids in monitoring the progress of projects, schedules and costs.</p> <p>j. Understand the procedures for tracking and following through on work orders.</p>	<p>B2.1</p> <p>B2.1</p> <p>B2.4</p> <p>B2.5</p> <p>B2.6</p> <p>B6.3</p>	<p>1</p> <p>2</p> <p>5</p> <p>10</p> <p>11</p>	<p>1</p> <p>2</p> <p>5</p> <p>11</p>	<p>LS</p> <p>9-10</p> <p>11-12.6</p> <p>WS</p> <p>11-12.7</p>	

Standards Alignment

The curricula have been aligned with the CTE Model Curriculum Standards released in 2013. Each industry sector was updated to meet the increased rigor and relevancy requirements of the Common Core State Standards. The curriculum also includes the new Standards for Career Ready Practices.

Standards for Career Ready Practice

1. *Apply appropriate technical skills and academic knowledge.*
2. *Communicate clearly, effectively, and with reason.*
3. *Develop an education and career plan aligned with personal goals.*
4. *Apply technology to enhance productivity.*
5. *Utilize critical thinking to make sense of problems and persevere in solving them.*
6. *Practice personal health and understand financial literacy.*
7. *Act as a responsible citizen in the workplace and the community.*
8. *Model integrity, ethical leadership, and effective management.*
9. *Work productively in teams while integrating cultural and global competence.*
10. *Demonstrate creativity and innovation.*
11. *Employ valid and reliable research strategies.*
12. *Understand the environmental, social, and economic impacts of decisions.*

CTE Anchor Standards—Common Core English Language Arts Alignment

Anchor Standard 1: Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the industry sector alignment matrix for identification of standards. Note: alignment listed within each sector.

Anchor Standard 2: Communications

Language Standard: Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the (career and college) readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. LS 9-10, 11-12.6

Anchor Standard 3: Career Planning and Management

Speaking and Listening Standard: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SLS 11-12.2

Anchor Standard 4: Technology

Writing Standard: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.

Anchor Standard 5: Problem Solving and Critical Thinking

Writing Standard: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WS 11-12.7

Anchor Standard 6: Health and Safety

Reading Standards for Science and Technical Subjects: Determine the meaning of symbols, keywords, and other domain-specific words and phrases as they are used in a specific scientific or technical context. RSTS 9-10, 11-12.4

Anchor Standard 7: Responsibility and Flexibility

Speaking and Listening Standard: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively. SLS 9-10, 11-12.1

Anchor Standard 8: Ethics and Legal Responsibilities

Speaking and Listening Standard: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the work. SLS 11-12.1d

Anchor Standard 9: Leadership and Teamwork

Speaking and Listening Standard: Work with peers to promote civil, democratic discussions and decision making; set clear goals and deadlines; and establish individual roles as needed. SLS 11-12.1b

Anchor Standard 10: Technical Knowledge and Skills

Writing Standard: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. WS 11-12.6

Anchor Standard 11: Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the industry-sector anchor standards, pathway standards, and performance indicators in the classroom, laboratory, and workplace settings, and the career technical student organization. Note: no alignment evident for this standard. WS 11-12.6

CTE Model Curriculum Standards—Industry Sectors and Pathways

Fashion and Interior Design

B. Interior Design Pathway

- B1.1 Identify and list various career areas within the interior design field, including home furnishings; retail; furniture design; accessory design; and residential, commercial, and mobile design.*
- B1.4 Understand how resources such as periodicals, mass media, and the Internet are used in the industry.*
- B1.5 Compare the major legislative, economic, and social trends that have an impact on the industry.*
- B1.6 Research various professional organizations such as American Society of Interior Designers (ASID) and National Kitchen and Bath Association (NKBA).*
- B1.7 Research postsecondary education options in the field of interior design.*
- B2.1 Identify how various factors affect budgets and profits.*
- B2.4 Explain how designers determine their fees for services and materials.*
- B2.5 Understand how designers and industry professionals keep appropriate records, write correspondence, and use forms to manage accounts and workflow.*
- B2.6 Plan and organize work schedules with a timeline showing the stages from consultation through installation.*
- B3.0 Understand and apply the elements and principles of design to various aspects of the interior design industry.*
- B3.1 Create an environment using the elements and principles of design for designing, marketing, and merchandising of interior design products.*
- B5.0 Understand and apply important aspects of design, space planning, and know the characteristics of interior systems.*
- B5.1 Understand the importance of clients' needs to the development of a design concept.*
- B5.2 Understand the measurements of interior spaces and how to determine square footage.*
- B5.4 Understand the traffic flow and product/furniture placement requirements for an interior design project.*
- B5.5 Create scale-drawings, elevations, renderings, and sample boards.*
- B5.6 Analyze space needs on the basis of clients' specifications.*
- B5.7 Understand the concept of universal design as it applies to people with and without disabilities and research the compliance requirements of the American with Disabilities Act.*
- B5.8 Master presentation skills necessary to sell design concepts to a potential client.*
- B6.0 Understand the selection of lighting, window, wall, and floor treatments for residential, commercial, and mobile interiors.*
- B6.2 Describe the function, appearance, installation, maintenance of primary types of lighting, window treatments, floor, and wall coverings.*
- B6.3 Understand the procedures for tracking and following through on work orders.*
- B6.4 Research the process for installing lighting, window, wall, and floor treatments, including measuring.*
- B6.5 Estimate costs of materials, fabrication, and installation.*
- B7.0 Understand the selection of furniture, upholstery, slipcovers, and accessories for residential, commercial, and mobile interiors.*
- B7.2 Identify the primary types of woods, fillers, materials, finishes, and frames.*
- B9.0 Understand the history and events that have influenced the design of furnishings and interiors.*
- B9.1 Identify basic furniture styles and interiors from historical periods.*
- B9.2 Recognize the characteristics of furnishings that typify various periods and architectural styles throughout history.*

- B9.3 Analyze recurring historical designs in today's furnishings.*
- B9.4 Research how furnishings from a particular period in history were influenced by political, social, economic, and aesthetic conditions.*
- B10.0 Understand the characteristics and maintenance of textiles and their applications to interior design products.*
- B10.1 Identify general characteristics and maintenance of various fibers, fabrics, and finishes.*
- B10.2 Name various uses of textiles in interior design products.*
- B10.3 Compare the application of various fabric types to a variety of interior products.*
- B10.4 Research color and design trends for textiles.*
- B10.6 Analyze principals of standard print design (e.g., abstract and geometric) and color designs (e.g., tone-on-tone, positive/negative, and monotone).*

ISTE Standards for Students

1. Empowered Learner- *Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.*

a) Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.

b) Students build networks and customize their learning environments in ways that support the learning process.

c) Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways

d) Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

2. Digital Citizen- *Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.*

a) Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.

b) Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.

c) Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

d) Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

3. Knowledge Constructor- *Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.*

a) Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

b) Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.

c) Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

d) Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.

4. Innovative Designer- *Students use a variety of technologies within a design process to identify and solve problems creating new, useful, or imaginative solutions.*

a) Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems.

b) Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.

c) Students develop, test, and refine prototypes as part of a cyclical design process.

d) Students exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.

5. Computational Thinker- *Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.*

a) Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models, and algorithmic thinking in exploring and finding solutions.

b) Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.

c) Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.

d) Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

6. Creative Communicator- *Students communicate clearly and express themselves creatively for a variety of purposes using platforms, tools, styles, formats, and digital media appropriate for their goals.*

a) Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

b) Students create original works or responsibly repurpose or remix digital resources into new creations.

c) Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.

d) Students publish or present content that customizes the message and medium for their intended audiences.

7. Global Collaborator- *Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.*

a) Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

b) Students use collaborative technologies to work with others, including peers, experts, or community members, to examine issues and problems from multiple viewpoints.

c) Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

d) Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.