

PASCACK VALLEY REGIONAL HIGH SCHOOL DISTRICT

**Pascack Hills High School, Montvale, NJ
Pascack Valley High School, Hillsdale, NJ**

Course Name: INTERIOR DESIGN

Born On: August, 2020
Previous Revision: June, 2023
Current Revision: June, 2026
Board Approval: 8/24/26

Course Description: Interior Design

Interior Design will serve as an introduction to the design and utilization of interior spaces and environments. Aspects of function, form, and cultural behavior with emphasis on space planning, furniture, color and lighting for the private home and apartment will be explored as a reference to establish new directions for the development of individual projects. This course is designed to include various learning experiences consisting of historic and contemporary films, readings on current decorating schemes, field trips, and ability to learn how to execute scale drawings of floor plans and miniature housing duplications

Standard 9: Career Readiness, Life Literacies and Key Skills

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, Career Readiness, Life Literacies and Key Skills, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

Mission: Career Readiness, Life Literacies, and Key Skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

Vision: To integrate career readiness, life literacies, and key skills career skills across the 9-12 curriculum and in Career and Technical Education (CTE) programs to foster a population that:

- Continually self-reflects and seeks to improve the essential life and career practices that lead to success.
- Uses effective communication and collaboration skills and resources to interact with a global society.
- Is financially literate and financially responsible at home and in the broader community.
- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions. Seeks to attain skill and content mastery to achieve success in a chosen career path.

The *Disciplinary Concepts and Core Ideas* are the joists and play an integral role in the framing by making connections among the performance expectations. Core ideas help to prioritize the important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They provide clear guidance as to what should be the focus of learning by the end of each grade band level (i.e., end of grade 12).

The Standards: Standard 9 is composed of the Career Ready Practices and **Standards 9.1, 9.2, 9.3, 9.4** which are outlined below:

The following content statements can be integrated into any of the adopted Family & Consumer Science strands:

- **The 12 Career Ready Practices**

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

- **9.1 Personal Financial Literacy**

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

- Civic Financial Responsibility
- Credit and Debt Management
- Credit Profile
- Economic and Government Influences
- Financial Institutions
- Financial Psychology
- Planning & Budgeting
- Risk Management and Insurance

- **9.2 Career Awareness, Exploration, and Preparation**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

- **9.3 Career and Technical Education**

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

- **9.4 Life Literacies and Key Skills**

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.*

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Digital Citizenship
- Global and Cultural Awareness
- Information and Media Literacy
- Technology Literacy

The core ideas are derived from the disciplinary concepts and students' understandings increase in sophistication over time as they engage with these ideas in new and varied contexts. The core ideas are what is most essential for students to learn and represent the knowledge and skills that they should be able to apply to new situations outside of the school experience. Curriculum writers and educators can use these core ideas as the basis for formative, summative, and benchmark assessments.

Differentiation, Accommodations & Modifications:

Gifted and Talented	Multilingual Learners	Students with Disabilities	Students at Risk of School Failure
Provide opportunities to investigate a topic of personal interest related to Family and Consumer Sciences through research, presentations, or product development. Encourage students to analyze current industry trends, emerging technologies, sustainability practices, nutrition research, or consumer issues using credible sources. Assign leadership roles during labs, collaborative projects, peer mentoring, demonstrations, or classroom management activities. Provide enrichment tasks that require deeper analysis, innovation, entrepreneurship, or real-world applications. Challenge students to solve authentic problems involving	Work with an ESL/Bilingual teacher to identify key objectives, skills, and concepts prior to introducing a unit. Have students retell in their own words before attempting the task. Allow bilingual teachers to reiterate key concepts in simple English or student's language. Building Background Information through brainstorming, semantic webbing, use of visual aids and other comprehension strategies. Simplifying Language for Presentation by using speech that is appropriate to students' language proficiency level. Avoid jargon and idiomatic speech. Developing Content Area Vocabulary through the use of word walls and labeling classroom objects. Giving Directions- Stated clearly and distinctly and delivered in both written and oral forms to ensure that LEP students understand the task. In	(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team) Classroom Organization: Students with disabilities may require specific adaptations in the classroom in order for them to participate. Participation is enhanced by classroom organization and an environment that will maximize the students' attention, comfort, interaction, peer/adult communication, independence, and mobility. Some considerations are instructional grouping, individual support, environmental conditions, and adaptive equipment. Preview materials to increase interest Use organizing tools Highlight key ideas	Preferential seating to be determined by the student and teacher Provide oral reminders and monitor student work during independent work Small group instruction Maintain a consistent routine/schedule Flexible grouping Provide student exemplars to communicate expectations Provide immediate feedback when applicable Provide opportunities for repetition and practice Teacher modeling of skills/techniques to be mastered Extended time to complete assignments

budgeting, nutrition planning, sustainability, food insecurity, product design, or family resource management. Utilize advanced digital tools for research, design, data analysis, budgeting, multimedia presentations, or culinary planning. Permit students to establish personal learning goals and timelines for long-term projects.	addition, students should be provided with/or have access to directional words such as: circle, write, draw, cut, underline, etc. Use KWL Charts Slowly expand the amount of material being learned. Maintain consistent classroom procedures/routines for prediction and comfort level. Assign buddies/peer tutors to assist with acclimation to the school environment. Use multiple strategies and varied instructional tools to increase the opportunities for students to develop meaningful connections between content and the language used in instruction. Provide students with opportunities to express new knowledge and learning using written, verbal, and nonverbal communication. Use of bilingual dictionaries Use of visual aids (teacher made adaptations, outlines, study guides)	Use questioning techniques to elicit prior knowledge Repeat and clarify directions Segment techniques and task analysis Props/manipulatives to relate to experience Simulations Games/puzzles to generalize information Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Repetition and practice Model skills / techniques to be mastered. Extended time to complete class work Provide copy of class notes Preferential seating to be mutually determined by the student and teacher Students may request to use a computer to complete assignments	Provide copy of class notes
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		Provide oral reminders and check student work during independent work time Assist student with long and short term planning of assignments	
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PACING GUIDE:

Interior Design	
Unit 1: Professional Foundations, Universal Needs, and Spatial Planning: Careers in Interior Design, Housing to fit Human and Universal Needs, Bedroom Redesign	Weeks 1–4 (209 minutes/week)
Unit 2: The Science, Value, and Application of Color Color, Value, Intensity, Schemes	Weeks 5–9 (209 minutes/week)
Unit 3: Elements & Principles of Design Color, Space, Line, Form/Shape, Texture, Proportion, Scale, Balance, Rhythm, Unity	Weeks 10–21 (209 minutes/week)
Unit 4: Technical Drafting, Real Estate Realities, and Sourcing Floor Plan Design, MLS Home Search Project, Elements of Design Decorative Project	Weeks 22–28 (209 minutes/week)
Unit 5: Codes, Flow Efficiency, Comprehensive Pitch, and Portfolio Lighting and NEC Codes, Floor Plans – To include Architectural Symbols, Activity Zones and Traffic Patterns, Professional Presentation in Design, Final Portfolio Edit	Weeks 29–36 (209 minutes/week)

Unit 1: Professional Foundations, Universal Needs, and Spatial Planning (Weeks 1–4)

Content/Topic	Observable Proficiencies and Skills (objectives)	Suggested Learning Activities	NJSLS	Benchmark Performance and Assessments	Suggested Materials and Resources
Topic: Careers in Design, Human Spatial Needs, and Accessible Bedroom Layouts Content Statement: The interior design and home furnishings industries encompass a vast ecosystem of professional pathways, ranging from structural spatial planning to aesthetic marketing. Understanding the distinct educational requirements, legal regulations (NCIDQ), and professional scopes of practice—alongside human behavioral frameworks like Maslow's Hierarchy and Universal Design	Students will be able to: * Distinguish between interior design and decorating based on legal scope, codes, and training. * Identify and apply Universal Design guidelines to residential living spaces to accommodate diverse physical capabilities. * Conduct a client profile interview and translate lifestyle constraints into an updated bedroom layout.	* The Legal Scope Challenge: Read 5 customer work requests and classify whether they legally require a licensed Interior Designer or an Interior Decorator. * Empathy & Space Walk: Students use a tape measure to track room clearings, assessing if standard doorways and paths meet the 32-inch clear width ADA requirement. * Bedroom Diagnostic: Students measure, draft, and critique their current bedroom layout for spatial efficiency.	9.4.12.CT.1 9.4.12.GCA.1 9.3.12.ED.1 9.3.AAVTC.6 8.2.12.ED.1 Interdisciplinary Connection Mathematics: Apply measurement, scale, area, perimeter, and budgeting skills to create accurate floor plans and estimate project costs. English Language Arts: Conduct client interviews, analyze client needs, and develop professional written and oral presentations that	Formative: ADA Compliance checklist quiz; classroom floor-clearing audit. Summative/Benchmark: <i>Bedroom Redesign Pitch</i> — A modified client presentation containing an upgraded, accessible floor plan, budget spreadsheet, and lifestyle profile analysis. Alternative Assessment: Peer Critique and Self-Assessment: Students participate in structured critique sessions using teacher-developed rubrics to evaluate their own work and that of their peers, provide constructive feedback, reflect on	Access to Excel Costing Template * Architectural scale rulers, graph paper, or access to digital planning tools (e.g., Homestyler, SketchUp). * The Americans with Disabilities Act (ADA) Standards for Accessible Design digital manual.

(ADA) standards—is essential for creating safe, accessible, and highly functional residential environments. Essential Question: How does a professional space designer balance safety, function, and accessibility while translating a client's lifestyle constraints into a personalized structural layout?			communicate design solutions using appropriate industry vocabulary.	revisions, and establish goals for continued improvement.	
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Unit 2: The Science, Value, and Application of Color (Weeks 5-9)

Content/Topic	Observable Proficiencies and Skills (objectives)	Suggested Learning Activities	NJSLS	Benchmark Performance and Assessments	Suggested Materials and Resources
Topic: Color Theory, Visual Value, and Psychological Spatial Design Content Statement: Color is both a physical property of light and a powerful psychological tool that dictates human emotion and spatial perception. By mastering the 12-part color wheel, standard color harmonies, and the manipulation of color value (tints, tones, shades) and intensity, designers can chemically and visually alter the perceived dimensions, warmth, and function of an interior environment. Essential Question: How can the physics, value, and distribution of color be	Students will be able to: * Construct and identify color relationships on a standard 12-part wheel. * Manipulate color value and intensity to visually expand, contract, warm, or cool a target interior space. * Formulate a balanced interior color palette applying the 60-30-10 rule based on a room's natural light orientation.	* The Value Scaling Lab: Mix acrylic paints or use digital design tools to create a seamless gradient scale showing a single hue altered by tint, tone, and shade. * The 4-Exposures Challenge: Analyze how a specific paint swatch changes appearance under North, South, East, and West light variables.	9.4.12.CR.1 9.4.12.TL.3 9.3.AAVTC-VPA.4 9.3.AAVTC-VPA.2 Interdisciplinary Connection Science: Investigate how light, reflection, and color perception influence the appearance and mood of interior spaces. Visual & Performing Arts: Apply the principles and elements of art, including color harmony, contrast, value, and composition, to develop aesthetically	Formative: Color Scheme identification practical exam using textile samples. Summative: <i>The 60-30-10 Color Concept Board</i> — A mixed-media or digital presentation applying a specific technical color scheme across an entire residential living room. Benchmark: Interior Color Palette Design Project	* 12-part color wheel guides, paint fan decks (Sherwin-Williams/Benjamin Moore), acrylic paints, paintbrushes, textile/fabric swatches

systematically manipulated to visually transform the physical scale and emotional mood of a room?			balanced interior environments. Psychology/Social Studies: Explore how color influences human emotions, behavior, cultural meaning, and consumer preferences in residential and commercial environments.		
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Unit 3: Elements & Principles of Design (Weeks 10–21)

Content/Topic	Observable Proficiencies and Skills (objectives)	Suggested Learning Activities	NJSLS	Benchmark Performance and Assessments	Suggested Materials and Resources
Topic: Structural Elements and Guiding Principles of Visual Harmony Content Statement: The structural vocabulary of interior design relies on the deliberate manipulation of concrete design elements (space, line, form, and texture) arranged according to established guiding principles (proportion, scale, balance, rhythm, emphasis, and unity). Synthesizing these concepts allows designers to establish structural order, visual interest, and historical style continuity within any three-dimensional framework. Essential Question: How do designers translate abstract	Students will be able to: * Isolate, analyze, and manipulate individual design elements within an architectural framework. * Incorporate design principles to establish visual hierarchy, optical balance, structural proportion, and structural unity in a room design. * Deliver a formal, peer-reviewed design presentation defending chosen aesthetic structures.	* Optical Illusion Lab: Use varying line orientations (vertical vs. horizontal) and spatial masses to make a low-ceiling room model appear taller. * Golden Ratio Mock-ups: Use the Golden Mean (\$1:1.618\$) to calculate perfect proportions for a gallery wall or wainscoting height layout.	9.4.12.CI.1 9.3.AAVTC-VPA.2 9.3.AAVTC.2 9.4.12.CT.3 Interdisciplinary Connection Mathematics: Apply ratios, proportions, scale, symmetry, and the Golden Ratio when designing balanced and functional interior spaces. English Language Arts: Develop and deliver evidence-based design presentations that defend design decisions using appropriate technical vocabulary and constructive peer feedback.	Formative: Weekly structural analysis journals focusing on individual principles; peer critiques. Summative/Benchmark: <i>Elements & Principles Master Presentation</i> — A multi-week benchmark project where students construct and present a comprehensive style board (e.g., Biophilic, Mid-Century Modern, Scandinavian) demonstrating all 10 concepts in harmony.	Design history databases, digital presentation software (Canva/Google Slides), interior design books and architectural trade magazines.

visual principles like the Golden Mean, scale, and emphasis into concrete, harmonious structural realities?					
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