

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

FAMILY & CONSUMER SCIENCES DEPARTMENT

HONORS INTERIOR DESIGN 2

Grade Level: 10 -12

Credits: 5

BOARD OF EDUCATION ADOPTION DATE:

AUGUST 30, 2010

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

Course Philosophy

This course will provide students with an introduction portfolio of design projects including a computer aided design plan. Students will also have the skills and technology required to either pursue a secondary education or apply for entry level positions in the field of Interior Design if they desire to do so.

Course Description

Interior Design II Honors is a one-year course, with Interior Design I as a prerequisite. It is for students who have the desire to learn about the professional, technical matters, public interiors, structural, 3-D design, computer-aided design, and case studies.

**Freehold Regional High School District
Curriculum Map**

Interior Design II

Relevant Standards	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
9.3 C1-6, 8, 10; 9.4 A54; B59, B65, B68; 9.4 B (1) 9-11	Career opportunities in the field of Interior Design require specialized education and training.	What types of entry level positions and career opportunities are available in the field of Interior Design? What are the educational requirements/certifications required for careers in the field of Interior Design?	Pretest Oral Questions/ Discussion	Quizzes Written Assignments	Projects Unit Test Portfolio
9.1 A1-2,B1; 9.4 A4-16, A19, A34; 9.4 B (1) 10-11	Historical events and architectural trends affected housing design in the 18 th , 19 th , and 20 th century.	What events in America’s history have affected housing design? What are the architectural styles associated with historical periods? How did housing styles evolve from one to another? What construction methods and materials were used during early century design?	Anticipatory Set Questions	Oral Presentations Research Assignments Case Studies	Midterms Final Exam
9.1 A1-4, 9.4 B (1) 2, 7, 10-11	There are many strategies for improving home safety and security for all people, including those with special needs and those of various age groups.	What are common home safety hazards? What are safe and effective uses of smoke alarms and fire detectors in a structure? How can home security be improved? How can home safety be improved for people of various age groups and for people with special needs?		Presentation Boards	
9.4 A (5) 1, A (6) 1, 9.4 B (1) 2, 10-11	Major advances in technology create changes in building materials, tools, and techniques of construction which impact the environment.	What are the different materials used in construction? What is the role of technology in construction today? What are the basic methods of home construction?			
9.4 B74; 9.4 B (1) 2, 10-11; 9.4 B (2) 14, 16-17	Materials and construction are critical factors in the quality of furniture.	What type of joints, finishes, and materials are used in furniture design? What considerations are made when evaluating and purchasing upholstery material? What options are available when shopping for furniture?			
9.4 B74, 9.4 B (1) 2, 10-11	Natural and artificial light should be considered when planning a residential lighting scheme.	What are the functions of different kinds of lighting? What are the guidelines for choosing appropriate lighting? What are the different types of light sources and fixtures?			

Relevant Standards	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
9.4 B74, 9.4 B (1) 2, 9-11	Stairs and halls are designed to provide access to various areas of the structure.	<p>What are the seven basic design shapes used for stairways?</p> <p>How are comfort, safety, durability, function, and decor evaluated in stairway construction?</p> <p>What are the stairway requirements for individuals with special needs?</p> <p>What design elements and principles are applied to stairway treatments?</p>	Pretest Oral Questions/ Discussion Anticipatory Set Questions	Quizzes Written Assignments Oral Presentations Research Assignments Case Studies Presentation Boards	
9.4 B74; 9.4 B (1) 2, 9-11; 9.4 B (2) 14, 16-17	Universal design features are incorporated when planning residential and commercial kitchen, bath, and special purpose spaces	<p>What are basic design principles for efficient kitchen, bath, and special purpose spaces?</p> <p>What are considerations for selection of cabinets, countertops, and fixtures?</p> <p>How can universal design features be incorporated in the design of kitchen, bath, and special purpose spaces?</p>			
9.4 B (1) 2, 9-11; 9.4 B (2) 14, 16-17	Professionals in design use visual presentation methods to communicate their ideas.	<p>What are the methods and materials used to communicate structure and design ideas?</p> <p>What are the types of drawings used to present design ideas?</p>			
9.4 A (5) 1-2; 9.4 B (1) 9-11	Preserving the natural environment is essential for our future well-being.	<p>What are alternative energy sources?</p> <p>How can alternative energy sources be used in construction?</p> <p>In what ways can energy be conserved in construction?</p> <p>Why is there a need for energy conservation?</p>			
9.4 B (1) 2, 9-11	Good landscaping creates a functional outdoor living environment	<p>How can outdoor living areas expand living space?</p> <p>How can landscaping enhance a structure?</p> <p>What are the characteristics and functions of plants used in landscape design?</p> <p>How are the elements and principles used in planning the landscape design?</p>			
9.4 B74; 9.4 B (1) 9-11; 9.4 B (2) 14, 16-17	Knowledge and utilization of basic CAD can lead to occupational success.	<p>What are the benefits of computer applications in design and analysis?</p> <p>How is computer simulation useful in design?</p>			

**Freehold Regional High School District
Course Proficiencies and Pacing**

Interior Design II

Unit Title	Unit Understandings and Goals	Recommended Duration
Unit #1 Careers	Career opportunities in the field of Interior Design require specialized education and training. <ul style="list-style-type: none"> • The student will be able to identify entry level positions and career opportunities that are available in the field of Interior Design. • The student will be to identify the educational requirements/certifications required for careers in the field of Interior Design. 	2 weeks
Unit #2: The History of Housing	Historical events and architectural trends affected housing design in the 18 th , 19 th , and 20 th century. <ul style="list-style-type: none"> • The student will be able to identify events in American history that have affected housing design. • The student will be able to define the architectural styles associated with historical periods. • The student will be able to summarize how housing styles evolve from one period to another. • The student will be able to identify the construction methods and materials that were used during early century design. 	2 weeks
Unit #3. Safety in the Home	In keeping with the philosophy of universal design, there are many strategies for improving home safety and security for all people, including those with special needs and those of various age groups. <ul style="list-style-type: none"> • The student will be able to explain common home safety hazards. • The student will be able to describe safe and effective uses of smoke alarms and fire detectors in a structure. • The student will be able to explain how home security can be improved. • The student will be able to determine how home safety can be improved for people of various age groups and for people with special needs. 	3 weeks
Unit #4: Technology and Construction	Major advances in technology create changes in building materials, tools, and techniques of construction which impact the environment. <ul style="list-style-type: none"> • The student will be able to identify the different materials, methods, and workmanship in basic construction. • The student will be able to identify materials used to finish the exterior of a home. • The student will be able to identify technological advancements in home construction. 	2 weeks
Unit #5: Furniture Construction and Selection	Materials and construction are critical factors in the quality of furniture. <ul style="list-style-type: none"> • The student will be able to describe the materials and construction methods used to make furniture. • The student will be able to define the types of joints, finishes, and care techniques used in furniture. • The student will be able to determine the considerations that should be made when evaluating and purchasing upholstery material. • The student will be able to identify the options available when shopping for furniture. 	3 weeks
Unit #6: Light Sources	Natural and artificial light should be considered when planning a residential lighting scheme. <ul style="list-style-type: none"> • The student will be able to list the functions of different kinds of lighting. • The student will be able to analyze the guidelines for choosing appropriate lighting. • The student will be able to identify the different types of light sources and fixtures. 	3 weeks
Unit #7: Stairs and Halls	Stairs and halls are designed to provide access to various areas of the structure. <ul style="list-style-type: none"> • The student will be able to assess the seven basic design shapes used for stairways. • The student will be able to analyze the comfort, safety, durability, function, and decor of stairway construction. • The student will be able to describe the stairway requirements for individuals with special needs. • The student will be able to assess design elements and principles that can be applied to stairway treatments. 	3 weeks

Unit Title	Unit Understandings and Goals	Recommended Duration
Unit #8: Universal Design	Universal design features are incorporated when planning residential and commercial kitchen, bath, and special purpose spaces. <ul style="list-style-type: none"> • The student will be able to distinguish basic design principles for efficient kitchen, bath, and special purpose spaces. • The student will be able to identify considerations for selection of cabinets, countertops, and fixtures. • The student will be able to determine how universal design features can be incorporated in the design of kitchen, bath, and special purpose spaces. 	4 weeks
Unit #9: Presentation Methods	Professionals in design use visual presentation methods to communicate their ideas. <ul style="list-style-type: none"> • The student will be able to list methods and materials used to communicate structure and design ideas. • The student will be able to identify the types of drawings used to present design ideas. 	3 weeks
Unit #10: The Environment	Preserving the natural environment is essential for our future well-being. <ul style="list-style-type: none"> • The student will be able to identify alternative energy sources. • The student will be able to explain how alternative energy sources can be used in construction. • The student will be able to identify ways energy can be conserved in construction. • The student will be able to tell why there is a need for energy conservation 	3 weeks
Unit #11: Landscaping	Good landscaping creates a functional outdoor living environment. <ul style="list-style-type: none"> • The student will be able to summarize how outdoor living areas can expand living space. • The student will be able to explain how landscaping can enhance a structure. • The student will be able to identify the characteristics and functions of plants used in landscape design. • The student will be able to describe how the elements and principles are used in planning landscape design. 	3 weeks
Unit #12: Computer Aided Design	Knowledge and utilization of basic CAD can lead to occupational success. <ul style="list-style-type: none"> • The student will be able to identify the benefits of computer aided applications in design and analysis. • The student will be able to tell how computer simulation is useful in design. 	3 weeks

**Freehold Regional High School District
Interior Design II**

Unit #1: Careers

Enduring Understandings: Career opportunities in the field of Interior Design require specialized education and training.

Essential Questions: What types of entry level positions and career opportunities are available in the field of Interior Design?
What are the educational requirements/certifications required for careers in the field of Interior Design?

Unit Goal: The student will be able to identify entry level positions and career opportunities that are available in the field of Interior Design.
The student will be to identify the educational requirements/certifications required for careers in the field of Interior Design.

Duration of Unit: 2 weeks

NJCCCS: 9.3, C1-6, C8, C10; 9.4 A54; 9.4 B59, B65, B68; 9.4 B (1) 9-11

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What is the purpose of a career path? What skills and knowledge should the interior designer possess? What training is required to become a skilled Interior Designer? What are the different classifications of jobs available in the industry?	Goal setting Employability skills Educational requirements Training requirements Portfolio Networking	Current textbook and resource binders Student workbooks Internet Magazines Newspapers Videos Community resources	Lecture and class discussion Complete the chapter study guides Small group discussion Guest speaker Complete activities in workbook Resume and cover letter development	Written tests and quizzes Worksheets Project assessments Responses to class discussion News article summaries Case study assessment

Suggestions on how to differentiate in this unit:

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods
- A wide variety of assessments and strategies complement the individual learning experience.

**Freehold Regional High School District
Interior Design II**

Unit #2: History of Housing

Enduring Understandings: Historical events and architectural trends affected housing design in the 18th, 19th, and 20th century.

Essential Questions: What events in America's history have affected housing design?

What are the architectural styles associated with historical periods?

How did housing styles evolve from one to another?

What construction methods and materials were used during early century design?

Unit Goal: The student will be able to identify events in American history that have affected housing design.

The student will be able to define the architectural styles associated with historical periods.

The student will be able to summarize how housing styles evolve from one period to another.

The student will be able to identify the construction methods and materials that were used during early century design.

Duration of Unit: 2 weeks

NJCCCS: 9.1 A1-2, B1; 9.4 A4-16, A19, A34; 9.4 B (1) 10-11

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What historical housing elements influenced 20th Century designs?</p> <p>What housing styles and materials were used in the 18th, 19th, and 20th Centuries?</p> <p>How have architects copied traditional styles from England, France, and colonial America?</p>	<p>Housing styles</p> <p>Housing materials</p> <p>Traditional influences</p> <p>Design evolution</p> <p>Architects</p>	<p>Current textbook and resource binders</p> <p>Student workbooks</p> <p>Internet</p> <p>Magazines</p> <p>Newspapers</p> <p>Videos</p> <p>Community resources</p>	<p>Lecture and class discussion</p> <p>Complete the chapter study guides</p> <p>Small group discussion</p> <p>Guest speaker</p> <p>Complete activities in workbook</p> <p>Portfolio development-types of houses, present day and historical</p>	<p>Written tests and quizzes</p> <p>Worksheets</p> <p>Project assessments</p> <p>Responses to class discussion</p> <p>News article summaries</p> <p>Case study assessment</p>

Suggestions on how to differentiate in this unit:

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods
- A wide variety of assessments and strategies complement the individual learning experience.

**Freehold Regional High School District
Interior Design II**

Unit #3: Safety in the Home

Enduring Understandings: There are many strategies for improving home safety and security for all people, including those with special needs and those of various age groups.

Essential Questions: What are common home safety hazards?

What are safe and effective uses of smoke alarms and fire detectors in a structure?

How can home security be improved?

How can home safety be improved for people of various age groups and for people with special needs?

Unit Goal: The student will be able to explain common home safety hazards.

The student will be able to describe safe and effective uses of smoke alarms and fire detectors in a structure.

The student will be able to explain how home security can be improved.

The student will be able to determine how home safety can be improved for people of various age groups and for people with special needs.

Duration of Unit: 3 weeks

NJCCCS: 9.1 A1-4, 9.4 B (1) 2, 7, 10-11

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What are common fire and gas hazards found in the home?	Central monitoring	Current textbook and resource binders	Lecture and class discussion	Written tests and quizzes
How can fire hazards be prevented?	Home security systems	Student workbooks	Complete the chapter study guides	Worksheets
What can be done to lessen the damage caused by weather and nature related events?	Home safety hazards	Internet	Small group discussion	Project assessments
How can home safety be modified for people of different age levels and abilities?	Smoke and fire detection	Magazines	Guest speaker	Responses to class discussion
What are the different types of home security?	Carbon monoxide and radon poisoning	Newspapers	Complete activities in workbook	News article summaries
What health hazards are associated with mold?	Mold prevention	Videos	Portfolio development-types of home safety hazards	Case study assessment
<p>Suggestions on how to differentiate in this unit:</p> <ul style="list-style-type: none"> Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods A wide variety of assessments and strategies complement the individual learning experience. 				

**Freehold Regional High School District
Interior Design II**

Unit #4: Technology and Construction

Enduring Understandings: Major advances in technology create changes in building materials, tools, and techniques of construction which impact the environment.

Essential Questions: What are the different materials used in construction?

What is the role of technology in construction today?

What are the basic methods of home construction?

Unit Goal: The student will be able to identify the different materials, methods, and workmanship in basic construction.

The student will be able to identify materials used to finish the exterior of a home.

The student will be able to identify technological advancements in home construction.

Duration of Unit: 2 weeks

NJCCCS: 9.4 A (5) 1, A (6) 1, 9.4 B (1) 2, 10-11

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What are the components of a home's basic structure?</p> <p>How have advancements in technology impacted home construction?</p> <p>What are the different materials used in home construction?</p> <p>How do the various materials used in building homes impact the environment?</p>	<p>Environmental impact</p> <p>Building materials and tools</p> <p>Construction techniques</p> <p>Technological advancements</p>	<p>Current textbook and resource binders</p> <p>Student workbooks</p> <p>Internet</p> <p>Magazines</p> <p>Newspapers</p> <p>Videos</p> <p>Community resources</p>	<p>Lecture and class discussion</p> <p>Complete the chapter study guides</p> <p>Small group discussion</p> <p>Guest speaker</p> <p>Complete activities in workbook</p> <p>Portfolio development-types of building construction techniques</p>	<p>Written tests and quizzes</p> <p>Worksheets</p> <p>Project assessments</p> <p>Responses to class discussion</p> <p>News article summaries</p> <p>Case study assessment</p>

Suggestions on how to differentiate in this unit:

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods
- A wide variety of assessments and strategies complement the individual learning experience.

Freehold Regional High School District
Interior Design II
Unit #5: Furniture Construction and Selection

Enduring Understandings: Materials and construction are critical factors in the quality of furniture.

Essential Questions: What type of joints, finishes, and materials are used in furniture design?
 What considerations are made when evaluating and purchasing upholstery material?
 What options are available when shopping for furniture?

Unit Goal: The student will be able to describe the materials and construction methods used to make furniture.
 The student will be able to define the types of joints, finishes, and care techniques used in furniture.
 The student will be able to determine the considerations that should be made when evaluating and purchasing upholstery material.
 The student will be able to identify the options available when shopping for furniture.

Duration of Unit: 3 weeks

NJCCCS: 9.4 B74; 9.4 B (1) 2, 10-11; 9.4 B (2) 14, 16-17

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What woods, textiles, and finishes are used in the construction of furniture? How are man-made materials used in furniture construction? What various construction techniques are used in building furniture? What factors should be considered when shopping for upholstery?	Types of woods Construction methods Furniture joints and finishes Care techniques Textiles and finishes Quality and cost	Current textbook and resource binders Student workbooks Internet Magazines Newspapers Videos Community resources	Lecture and class discussion Complete the chapter study guides Small group discussion Guest speaker Complete activities in workbook Portfolio development-types of building construction techniques	Written tests and quizzes Worksheets Project assessments Responses to class discussion News article summaries Case study assessment

Suggestions on how to differentiate in this unit:

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods
- A wide variety of assessments and strategies complement the individual learning experience.

**Freehold Regional High School District
Interior Design II**

Unit #6: Light Sources

Enduring Understandings: Natural and artificial light should be considered when planning a residential lighting scheme

Essential Questions: What are the functions of different kinds of lighting?
 What are the guidelines for choosing appropriate lighting?
 What are the different types of light sources and fixtures?

Unit Goal: The student will be able to list the functions of different kinds of lighting.
 The student will be able to analyze the guidelines for choosing appropriate lighting.
 The student will be able to identify the different types of light sources and fixtures.

Duration of Unit: 3 weeks

NJCCCS: 9.4 B74, 9.4 B (1) 2, 10-11

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
How can natural light be used to enhance the décor of a home? What are the advantages and disadvantages of incandescent, halogen, and fluorescent lights? What is the difference between general task and accent lighting? What fixtures can be used to create various types of lighting? How can energy be conserved in reference to lighting?	Natural light sources Artificial light sources General task lighting Accent lighting Lighting fixtures Energy conservation	Current textbook and resource binders Student workbooks Internet Magazines Newspapers Videos Community resources	Lecture and class discussion Complete the chapter study guides Small group discussion Guest speaker Complete activities in workbook Portfolio development-types of light sources and light fixtures	Written tests and quizzes Worksheets Project assessments Responses to class discussion News article summaries Case study assessment

Suggestions on how to differentiate in this unit:

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods
- A wide variety of assessments and strategies complement the individual learning experience.

**Freehold Regional High School District
Interior Design II**

Unit #7: Stairs and Halls

Enduring Understandings: Stairs and halls are designed to provide access to various areas of the structure.

Essential Questions: What are the seven basic design shapes used for stairways?

How are comfort, safety, durability, function, and decor evaluated in stairway construction?

What are the stairway requirements for individuals with special needs?

What design elements and principles are applied to stairway treatments?

Unit Goal: The student will be able to assess the seven basic design shapes used for stairways.

The student will be able to analyze the comfort, safety, durability, function, and decor of stairway construction.

The student will be able to describe the stairway requirements for individuals with special needs.

The student will be able to assess design principles that can be applied to stairway treatments.

Duration of Unit: 3 weeks

NJCCCS: 9.4 B74, 9.4 B (1) 2, 10-11

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What are the basic design shapes used for stairways?</p> <p>How can stairways be constructed for comfort and safety?</p> <p>What are stairway requirements for individuals with special needs?</p> <p>How can basic design principles be used to enhance stairway treatments?</p> <p>Why is it important to consider durability and function in stairway construction?</p>	<p>Basic stairway design styles</p> <p>Stairway treatments</p> <p>Special needs requirements</p> <p>Principles of design</p> <p>Material durability</p>	<p>Current textbook and resource binders</p> <p>Student workbooks</p> <p>Internet</p> <p>Magazines</p> <p>Newspapers</p> <p>Videos</p> <p>Community resources</p>	<p>Lecture and class discussion</p> <p>Complete the chapter study guides</p> <p>Small group discussion</p> <p>Guest speaker</p> <p>Complete activities in workbook</p> <p>Portfolio development-types of stairway construction and design techniques</p>	<p>Written tests and quizzes</p> <p>Worksheets</p> <p>Project assessments</p> <p>Responses to class discussion</p> <p>News article summaries</p> <p>Case study assessment</p>
<p>Suggestions on how to differentiate in this unit:</p> <ul style="list-style-type: none"> • Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods • A wide variety of assessments and strategies complement the individual learning experience. 				

**Freehold Regional High School District
Interior Design II**

Unit #8: Universal Design

Enduring Understandings: Universal design features are incorporated when planning residential and commercial interiors.

Essential Questions: What are basic design principles for efficient residential and commercial kitchen, bath, and special purpose spaces?

What are considerations for selection of cabinets, countertops, and fixtures?

How can universal design features be incorporated in the design of kitchen, bath, and special purpose spaces?

Unit Goal: The student will be able to distinguish basic design principles for efficient kitchen, bath, and special purpose spaces.

The student will be able to identify considerations for selection of cabinets, countertops, and fixtures.

The student will be able to determine how universal design features can be incorporated in the design of kitchen, bath, and special purpose spaces.

Duration of Unit: 4 weeks

NJCCCS: 9.4 B74; 9.4 B (1) 2, 9-11; 9.4 B (2) 14, 16-17

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What are the three centers of the work triangle?</p> <p>What are the types of special purpose rooms?</p> <p>Why are the six basic types of kitchen designs?</p> <p>What considerations are made when selecting materials used for special purpose areas?</p> <p>What are common universal design features and how can they be incorporated in the design plan?</p>	<p>Work triangle</p> <p>Kitchen layouts</p> <p>Material selection</p> <p>Universal design features</p> <p>Special purposes areas</p>	<p>Current textbook and resource binders</p> <p>Student workbooks</p> <p>Internet</p> <p>Magazines</p> <p>Newspapers</p> <p>Videos</p> <p>Community resources</p>	<p>Lecture and class discussion</p> <p>Complete the chapter study guides</p> <p>Small group discussion</p> <p>Guest speaker</p> <p>Complete activities in workbook</p> <p>Portfolio development-types of kitchen layouts, material choices and design techniques</p>	<p>Written tests and quizzes</p> <p>Worksheets</p> <p>Project assessments</p> <p>Responses to class discussion</p> <p>News article summaries</p> <p>Case study assessment</p>

Suggestions on how to differentiate in this unit:

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods
- A wide variety of assessments and strategies complement the individual learning experience.

**Freehold Regional High School District
Interior Design II**

Unit #9: Presentation Methods

Enduring Understandings: Professionals in design use visual presentation methods to communicate their ideas.

Essential Questions: What are the methods and materials used to communicate structure and design ideas?

What are the types of drawings used to present design ideas?

Unit Goal: The student will be able to list methods and materials used to communicate structure and design ideas.

The student will be able to identify the types of drawings used to present design ideas

Duration of Unit: 3 weeks

NJCCCS: 9.4 B (1) 2, 9-11; 9.4 B (2) 14, 16-17

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What are the various drawings used to help clients visualize the design concept?</p> <p>What types of visual presentations are used in interior design?</p> <p>What is a rendering?</p> <p>What is the difference between a one-point and two-point perspective drawing?</p> <p>What is CAD and what are the advantages of using it in design?</p> <p>Why is a model the best way to get an overall sense of a design?</p>	<p>Sample Boards</p> <p>One-Point and Two-Point Perspective Drawings</p> <p>3-D Models</p> <p>Floor Plan</p> <p>Elevation Drawing</p> <p>Rendering</p> <p>Pictorial Drawing</p> <p>Overlay</p> <p>CAD</p>	<p>Current textbook and resource binders</p> <p>Student workbooks</p> <p>Internet</p> <p>Magazines</p> <p>Newspapers</p> <p>Videos</p> <p>Community resources</p>	<p>Lecture and class discussion</p> <p>Complete the chapter study guides</p> <p>Small group discussion</p> <p>Guest speaker</p> <p>Complete activities in workbook</p> <p>Portfolio development-types of visual presentation methods for communicating design ideas</p>	<p>Written tests and quizzes</p> <p>Worksheets</p> <p>Project assessments</p> <p>Responses to class discussion</p> <p>News article summaries</p> <p>Case study assessment</p>

Suggestions on how to differentiate in this unit:

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods
- A wide variety of assessments and strategies complement the individual learning experience.

**Freehold Regional High School District
Interior Design II**

Unit #10: The Environment

Enduring Understandings: Preserving the natural environment is essential for our future well-being.

Essential Questions: What are alternative energy sources?

How can alternative energy sources be used in construction?

In what ways can energy be conserved in construction?

Why is there a need for energy conservation?

Unit Goal: The student will be able to identify alternative energy sources.

The student will be able to explain how alternative energy sources can be used in construction.

The student will be able to identify ways energy can be conserved in construction.

The student will be able to tell why there is a need for energy conservation

Duration of Unit: 3 weeks

NJCCCS: 9.4 A (5) 1-2; 9.4 B (1) 9-11

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What are alternative energy sources that can be used to supply energy needs?	Resource Management	Current textbook and resource binders	Lecture and class discussion	Written tests and quizzes
What design principles can architects and builders use to help reduce energy costs?	Energy Star	Student workbooks	Complete the chapter study guides Small group discussion	Worksheets
What are some ways that builders and homeowners can conserve energy?	Energy-Efficient	Internet	Guest speaker	Project assessments
What are the advantages of using energy-efficient-heating and cooling systems in the home?	Solar Power	Magazines	Complete activities in workbook	Responses to class discussion
	Hydroelectric Power	Newspapers	Portfolio development-ways to conserve energy in the design, construction, and usage of the home	News article summaries
	Geothermal Energy	Videos		Case study assessment
	Wind Power	Community resources		

Suggestions on how to differentiate in this unit:

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods
- A wide variety of assessments and strategies complement the individual learning experience.

**Freehold Regional High School District
Interior Design II**

Unit #11: Landscaping

Enduring Understandings: Good landscaping creates a functional outdoor living environment.

Essential Questions: How can outdoor living areas expand living space?

How can landscaping enhance a structure?

What are the characteristics and functions of plants used in landscape design?

How are the elements and principles used in planning the landscape design?

Unit Goal: The student will be able to summarize how outdoor living areas can expand living space.

The student will be able to explain how landscaping can enhance a structure.

The student will be able to identify the characteristics and functions of plants used in landscape design.

The student will be able to describe how the elements and principles are used in planning landscape design.

Duration of Unit: 3 weeks

NJCCCS: 9.4 B74; 9.4 B (1) 9-11; 9.4 B (2) 14, 16-17

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What physical factors outside a house affect outdoor living space?</p> <p>What functions can plants serve within a landscape design?</p> <p>What are the characteristics of various plants used in landscape design?</p> <p>How can the quality of a landscape be evaluated according to the principles and elements of design?</p>	<p>Outdoor Environment</p> <p>Functional Aspects of Plants</p> <p>Plant Characteristics</p> <p>Elements and Principles in Landscape Design</p>	<p>Current textbook and resource binders</p> <p>Student workbooks</p> <p>Internet</p> <p>Magazines</p> <p>Newspapers</p> <p>Videos</p> <p>Community resources</p>	<p>Lecture and class discussion</p> <p>Complete the chapter study guides</p> <p>Small group discussion</p> <p>Guest speaker</p> <p>Complete activities in workbook</p> <p>Portfolio development- types of landscaping design</p>	<p>Written tests and quizzes</p> <p>Worksheets</p> <p>Project assessments</p> <p>Responses to class discussion</p> <p>News article summaries</p> <p>Case study assessment</p>

Suggestions on how to differentiate in this unit:

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods
- A wide variety of assessments and strategies complement the individual learning experience.

**Freehold Regional High School District
Interior Design II**

Unit #12: Computer Aided Design

Enduring Understandings: Knowledge and utilization of basic CAD can lead to occupational success.

Essential Questions: What are the benefits of computer applications in design and analysis?
How is computer simulation useful in design?

Unit Goal: The student will be able to identify the benefits of computer aided applications in design and analysis.
The student will be able to tell how computer simulation is useful in design.

Duration of Unit: 3 weeks

NJCCCS: 9.4 B74; 9.4 B (1) 9-11; 9.4 B (2) 14, 16-17

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>In what ways does the computer provide graphic representations of housing, architecture, and construction?</p> <p>How is the computer useful in creating elevations in design?</p> <p>How is computer simulation or illustration useful to the designer of a residential structure?</p> <p>How is CAD utilized by housing professionals in the industry?</p>	<p>Graphic representation</p> <p>Computer-Assisted Drafting and Design</p> <p>Computer simulation</p> <p>Housing and Construction Industry</p>	<p>Current textbook and resource binders</p> <p>Student workbooks</p> <p>Internet</p> <p>Videos</p> <p>Community resources</p> <p>Software Program</p>	<p>Lecture and class discussion</p> <p>Complete the chapter study guides</p> <p>Small group discussion</p> <p>Guest speaker</p> <p>Complete activities on computer</p> <p>Portfolio development-assorted CAD designs</p>	<p>Written tests and quizzes</p> <p>Worksheets</p> <p>Project assessments</p> <p>Responses to class discussion</p> <p>CAD Design</p>
<p>Suggestions on how to differentiate in this unit:</p> <ul style="list-style-type: none"> Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods A wide variety of assessments and strategies complement the individual learning experience. 				

Appendix

Suggested Texts

Kicklighter, Clois E. and Kicklighter, Joan C. Residential Housing and Interiors. Tinley Park, Illinois: The Goodheart-Willcox Company, Inc., 2005. ISBN 1-59070-304-9

Sherwood, Ruth F. Homes and Interiors. Woodland Hills, CA: Glencoe/McGraw-Hill, 2007. ISBN 978-0-07-874420-4