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.
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<thead>
<tr>
<th>Relevant Standards</th>
<th>Enduring Understandings</th>
<th>Essential Questions</th>
<th>Assessments</th>
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<tbody>
<tr>
<td>9.3 C1-6, 8, 10; 9.4 A54; B59, B65, B68; 9.4 B (1) 9-11</td>
<td>Career opportunities in the field of Interior Design require specialized education and training.</td>
<td>What types of entry level positions and career opportunities are available in the field of Interior Design?</td>
<td>Pretest</td>
</tr>
<tr>
<td>9.1 A1-2,B1; 9.4 A4-16, A19, A34; 9.4 B (1) 10-11</td>
<td>Historical events and architectural trends affected housing design in the 18th, 19th, and 20th century.</td>
<td>What events in America’s history have affected housing design?</td>
<td>Oral Questions/Discussion</td>
</tr>
<tr>
<td>9.1 A1-4, 9.4 B (1) 2, 7, 10-11</td>
<td>There are many strategies for improving home safety and security for all people, including those with special needs and those of various age groups.</td>
<td>What are common home safety hazards?</td>
<td>Pretest</td>
</tr>
<tr>
<td>9.4 A (5) 1, A (6) 1, 9.4 B (1) 2, 10-11</td>
<td>Major advances in technology create changes in building materials, tools, and techniques of construction which impact the environment.</td>
<td>What are the different materials used in construction?</td>
<td>Oral Questions/Discussion</td>
</tr>
<tr>
<td>9.4 B74; 9.4 B (1) 2, 10-11; 9.4 B (2) 14, 16-17</td>
<td>Materials and construction are critical factors in the quality of furniture.</td>
<td>What type of joints, finishes, and materials are used in furniture design?</td>
<td>Oral Questions/Discussion</td>
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<tr>
<td>9.4 B74, 9.4 B (1) 2, 10-11</td>
<td>Natural and artificial light should be considered when planning a residential lighting scheme.</td>
<td>What are the functions of different kinds of lighting?</td>
<td>Oral Questions/Discussion</td>
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Quizzes
Written Assignments
Oral Presentations
Research Assignments
Case Studies
Presentation Boards

Projects
Unit Test
Portfolio
Midterms
Final Exam
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<th>Enduring Understandings</th>
<th>Essential Questions</th>
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<tr>
<td>9.4 B74, 9.4 B (1) 2, 9-11</td>
<td>Stairs and halls are designed to provide access to various areas of the structure.</td>
<td>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?</td>
<td>Pretest</td>
</tr>
<tr>
<td>9.4 B74; 9.4 B (1) 2, 9-11; 9.4 B (2) 14, 16-17</td>
<td>Universal design features are incorporated when planning residential and commercial kitchen, bath, and special purpose spaces</td>
<td>What are basic design principles for efficient 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?</td>
<td>Quizzes</td>
</tr>
<tr>
<td>9.4 B (1) 2, 9-11; 9.4 B (2) 14, 16-17</td>
<td>Professionals in design use visual presentation methods to communicate their ideas.</td>
<td>What are the methods and materials used to communicate structure and design ideas? What are the types of drawings used to present design ideas?</td>
<td>Written Assignments</td>
</tr>
<tr>
<td>9.4 A (5) 1-2; 9.4 B (1) 9-11</td>
<td>Preserving the natural environment is essential for our future well-being.</td>
<td>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?</td>
<td>Oral Presentations</td>
</tr>
<tr>
<td>9.4 B (1) 2, 9-11</td>
<td>Good landscaping creates a functional outdoor living environment</td>
<td>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?</td>
<td>Research Assignments</td>
</tr>
<tr>
<td>9.4 B74; 9.4 B (1) 9-11; 9.4 B (2) 14, 16-17</td>
<td>Knowledge and utilization of basic CAD can lead to occupational success.</td>
<td>What are the benefits of computer applications in design and analysis? How is computer simulation useful in design?</td>
<td>Case Studies</td>
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<td>Presentation Boards</td>
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Freehold Regional High School District  
Course Proficiencies and Pacing

**Interior Design II**

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<tr>
<th>Unit Title</th>
<th>Unit Understandings and Goals</th>
<th>Recommended Duration</th>
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</thead>
</table>
| Unit #1: Careers                   | Career opportunities in the field of Interior Design require specialized education and training.  
  • 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 18th, 19th, and 20th century.  
  • 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.  
  • 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.  
  • 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.  
  • 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.  
  • 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.  
  • 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              |
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</table>
| Unit #8: Universal Design        | Universal design features are incorporated when planning residential and commercial kitchen, bath, and special purpose spaces.  
  • 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.  
  • 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.  
  • 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.  
  • 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.  
  • 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

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

**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

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

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<th>Assessment Strategies</th>
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<tbody>
<tr>
<td>What are common fire and gas hazards found in the home?</td>
<td>Central monitoring</td>
<td>Current textbook and resource binders</td>
<td>Lecture and class discussion</td>
<td>Written tests and quizzes</td>
</tr>
<tr>
<td>How can fire hazards be prevented?</td>
<td>Home security systems</td>
<td>Student workbooks</td>
<td>Complete the chapter study guides</td>
<td></td>
</tr>
<tr>
<td>What can be done to lesson the damage caused by weather and nature related events?</td>
<td>Home safety hazards</td>
<td>Internet</td>
<td>Small group discussion</td>
<td>Project assessments</td>
</tr>
<tr>
<td>How can home safety be modified for people of different age levels and abilities?</td>
<td>Smoke and fire detection</td>
<td>Magazines</td>
<td>Guest speaker</td>
<td>Responses to class discussion</td>
</tr>
<tr>
<td>What are the different types of home security?</td>
<td>Carbon monoxide and radon poisoning</td>
<td>Newspapers</td>
<td>Complete activities in workbook</td>
<td>News article summaries</td>
</tr>
<tr>
<td>What health hazards are associated with mold?</td>
<td>Mold prevention</td>
<td>Videos</td>
<td>Portfolio development-types of home safety hazards</td>
<td>Case study assessment</td>
</tr>
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Suggestions on how to differentiate in this unit:
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- 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

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<tbody>
<tr>
<td>What are the components of a home’s basic structure?</td>
<td>Environmental impact</td>
<td>Current textbook and resource binders</td>
<td>Lecture and class discussion</td>
<td>Written tests and quizzes</td>
</tr>
<tr>
<td>How have advancements in technology impacted home construction?</td>
<td>Building materials and tools</td>
<td>Student workbooks</td>
<td>Complete the chapter study guides</td>
<td>Worksheets</td>
</tr>
<tr>
<td>What are the different materials used in home construction?</td>
<td>Construction techniques</td>
<td>Internet</td>
<td>Small group discussion</td>
<td>Project assessments</td>
</tr>
<tr>
<td>How do the various materials used in building homes impact the environment?</td>
<td>Technological advancements</td>
<td>Magazines</td>
<td>Guest speaker</td>
<td>Responses to class discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Newspapers</td>
<td>Complete activities in workbook</td>
<td>News article summaries</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Videos</td>
<td>Portfolio development - types of building construction techniques</td>
<td>Case study assessment</td>
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**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

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<tr>
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</thead>
<tbody>
<tr>
<td>What woods, textiles, and finishes are used in the construction of furniture?</td>
<td>Types of woods</td>
<td>Current textbook and resource binders</td>
<td>Lecture and class discussion</td>
<td>Written tests and quizzes</td>
</tr>
<tr>
<td>How are man-made materials used in furniture construction?</td>
<td>Construction methods</td>
<td>Student workbooks</td>
<td>Complete the chapter study guides</td>
<td>Worksheets</td>
</tr>
<tr>
<td>What various construction techniques are used in building furniture?</td>
<td>Furniture joints and finishes</td>
<td>Internet</td>
<td>Small group discussion</td>
<td>Project assessments</td>
</tr>
<tr>
<td>What factors should be considered when shopping for upholstery?</td>
<td>Care techniques</td>
<td>Magazines</td>
<td>Guest speaker</td>
<td>Responses to class discussion</td>
</tr>
<tr>
<td>Textiles and finishes</td>
<td>Textiles and finishes</td>
<td>Newspapers</td>
<td>Complete activities in workbook</td>
<td>News article summaries</td>
</tr>
<tr>
<td>Quality and cost</td>
<td>Quality and cost</td>
<td>Videos</td>
<td>Portfolio development-types of building construction techniques</td>
<td>Case study assessment</td>
</tr>
</tbody>
</table>

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 B'74, 9.4 B (1) 2, 10-11

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

<table>
<thead>
<tr>
<th>Guiding / Topical Questions</th>
<th>Content, Themes, Concepts, and Skills</th>
<th>Instructional Resources and Materials</th>
<th>Teaching Strategies</th>
<th>Assessment Strategies</th>
</tr>
</thead>
</table>
| What are the basic design shapes used for stairways? | Basic stairway design styles  
Stairway treatments  
Special needs requirements  
Principles of design  
Material durability | 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 stairway construction and design techniques | Written tests and quizzes  
Worksheets  
Project assessments  
Responses to class discussion  
News article summaries  
Case study assessment |
| How can stairways be constructed for comfort and safety? |  |  |  |  |
| What are stairway requirements for individuals with special needs? |  |  |  |  |
| How can basic design principles be used to enhance stairway treatments? |  |  |  |  |
| Why is it important to consider durability and function in stairway construction? |  |  |  |  |

**Suggestions on how to differentiate in this unit:**
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- 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

<table>
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<th>Assessment Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the three centers of the work triangle?</td>
<td>Work triangle</td>
<td>Current textbook and resource binders</td>
<td>Lecture and class discussion</td>
<td>Written tests and quizzes</td>
</tr>
<tr>
<td>What are the types of special purpose rooms?</td>
<td>Kitchen layouts</td>
<td>Student workbooks</td>
<td>Complete the chapter study guides</td>
<td>Worksheets</td>
</tr>
<tr>
<td>Why are the six basic types of kitchen designs?</td>
<td>Material selection</td>
<td>Internet</td>
<td>Small group discussion</td>
<td>Project assessments</td>
</tr>
<tr>
<td>What considerations are made when selecting materials used for special purpose areas?</td>
<td>Universal design features</td>
<td>Magazines</td>
<td>Guest speaker</td>
<td>Responses to class discussion</td>
</tr>
<tr>
<td>What are common universal design features and how can they be incorporated in the design plan?</td>
<td>Special purposes areas</td>
<td>Newspapers</td>
<td>Complete activities in workbook</td>
<td>News article summaries</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Videos</td>
<td></td>
<td>Case study assessment</td>
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<td>Community resources</td>
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</tbody>
</table>

**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

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

<table>
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<tbody>
<tr>
<td>What are alternative energy sources that can be used to supply energy needs?</td>
<td>Resource Management</td>
<td>Current textbook and resource binders</td>
<td>Lecture and class discussion</td>
<td>Written tests and quizzes</td>
</tr>
<tr>
<td>What design principles can architects and builders use to help reduce energy costs?</td>
<td>Energy Star</td>
<td>Student workbooks</td>
<td>Complete the chapter study guides</td>
<td>Worksheets</td>
</tr>
<tr>
<td>What are some ways that builders and homeowners can conserve energy?</td>
<td>Energy-Efficient</td>
<td>Internet</td>
<td>Small group discussion</td>
<td>Project assessments</td>
</tr>
<tr>
<td>What are the advantages of using energy-efficient-heating and cooling systems in the home?</td>
<td>Solar Power</td>
<td>Magazines</td>
<td>Guest speaker</td>
<td>Responses to class discussion</td>
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<td>Hydroelectric Power</td>
<td>Newspapers</td>
<td>Complete activities in workbook</td>
<td>News article summaries</td>
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<td>Geothermal Energy</td>
<td>Videos</td>
<td>Portfolio development-ways to conserve energy in the design, construction, and usage of the home</td>
<td>Case study assessment</td>
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<td>Wind Power</td>
<td>Community resources</td>
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Suggestions on how to differentiate in this unit:
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- 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

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

<table>
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<th>Assessment Strategies</th>
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</thead>
<tbody>
<tr>
<td>In what ways does the computer provide graphic representations of housing, architecture, and construction?</td>
<td>Graphic representation</td>
<td>Current textbook and resource binders</td>
<td>Lecture and class discussion</td>
<td>Written tests and quizzes</td>
</tr>
<tr>
<td>How is the computer useful in creating elevations in design?</td>
<td>Computer-Assisted Drafting and Design</td>
<td>Student workbooks</td>
<td>Complete the chapter study guides</td>
<td>Worksheets</td>
</tr>
<tr>
<td>How is computer simulation or illustration useful to the designer of a residential structure?</td>
<td>Computer simulation</td>
<td>Internet</td>
<td>Small group discussion</td>
<td>Project assessments</td>
</tr>
<tr>
<td>How is CAD utilized by housing professionals in the industry?</td>
<td>Housing and Construction Industry</td>
<td>Videos</td>
<td>Guest speaker</td>
<td>Responses to class discussion</td>
</tr>
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<td></td>
<td>Community resources</td>
<td>Complete activities on computer</td>
<td>CAD Design</td>
</tr>
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<td></td>
<td>Software Program</td>
<td>Portfolio development-assorted CAD designs</td>
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</tr>
</tbody>
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- A wide variety of assessments and strategies complement the individual learning experience.
Appendix

Suggested Texts
