

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

FAMILY & CONSUMER SCIENCES DEPARTMENT

INTERIOR DESIGN 1

Grade Level: 9 -12

Credits: 5

BOARD OF EDUCATION ADOPTION DATE:

AUGUST 31, 2009

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

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

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Course Philosophy

This course will provide students with the design fundamentals that form the foundation by which all interior design is judged. It provides students with basic design and drawing, fundamentals of color and textiles, furniture styles, architectural trends, space planning, as well as applied design principles and elements.

Course Description

Interior Design I is a course designed to introduce students to the professional, technical, and aesthetic aspects of the interior environment. Students will have the opportunity to study both residential and contract architecture and interior design by combining studies in art, history, technology and business. A wide array of challenges are offered in order to meet the needs of students with varying levels of ability and to provide opportunities to learn traditional drafting methods, use the latest technology in solving problems, produce technical drawings and prepare presentation plans.

**Freehold Regional High School District
Curriculum Map**

Interior Design I

Relevant Standards	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
8.1 A1 8.2.C.2-3 9.2 A1-5; B1-3; C1-2	Housing can change according to the needs and desires of those who occupy it and because of outside influences such as historical, cultural, societal, environmental, economic, technological and governmental.	<p>Why is housing important?</p> <p>What do you consider when choosing a place to live?</p> <p>How does housing affect the quality of life?</p> <p>What is the impact of technology, environment, historical events, culture and societal changes on housing?</p>	<p>Pretest</p> <p>Oral Questions/ Discussion</p> <p>Anticipatory Set Questions</p>	<p>Quizzes</p> <p>Written Assignments</p> <p>Oral Presentations</p> <p>Research Assignments</p> <p>Portfolio</p>	<p>Projects</p> <p>Unit test</p> <p>Mid Terms</p> <p>Final Exam</p>
8.2.A.3; C2-3 9.2 A1-5; B1-3; C1-2; E3,5	People make many decisions in the process of acquiring and paying for a place to live.	<p>What factors should be considered when choosing a community or neighborhood?</p> <p>What are the different types of housing?</p> <p>How can you pay for housing?</p> <p>What are the hidden costs in housing?</p>			
4.2.12.D.2.1; 4.4.12.A.2.1 4.5.A.2.4; C.4 8.2.B.1-6 9.2.F.4-5	Understanding architectural drawings allows a person to analyze the actual space usage of a room and or house.	<p>What information is given on architectural drawings?</p> <p>How can space be utilized in a house?</p> <p>What effect do traffic patterns have on movement throughout the house?</p> <p>How can design ideas be successfully communicated?</p>			

Relevant Standards	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
1.3.D.1 9.2.F.4	Creating a pleasing environment successfully utilizes the elements and principles of design. Good design requires planning.	Why does design change? How does color create moods and illusions? How do the design principles relate to the elements of design? What are the elements of good design?			
8.1.B.5-12 9.2.F.4 9.2.A.1-5; B.1-3; C.1-2	Selecting the appropriate backgrounds and home furnishings requires an understanding of textiles and fibers that are used to make them.	How are satisfying interior backgrounds created? How are appropriate textiles chosen for various household uses?			
1.5.A.1 9.2.E.2-3, 5	When choosing furniture styles and evaluating furniture construction it is necessary to examine the design characteristics of function, construction and aesthetics.	What are the characteristics of quality furniture construction? How is various furniture styles identified? What factors influence changes in furniture design?			
9.2.F.1-5	By keeping your home clean and in good repair, living there will be a more pleasant and healthful experience.	What are the types and causes of the most frequent home accidents? How do you make a home safe and secure? How do you properly maintain a home?			
8.1.A.2 9.1.A.1-5, B.1-5 9.1.1-4 9.2.A.1-4, B.1-3, C.1-2, E.1	Successful workers share certain qualities and competition is great but the qualified applicant will get the position.	What career opportunities are available in the interior design field? To what extent does training and education affect securing and succeeding in a career?			

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

Interior Design I

Unit Title	Unit Understandings and Goals	Recommended Duration
Unit #1: Making Housing Choices	<p>Housing can change according to the needs and desires of those who occupy it and because of outside influences such as historical, cultural, societal, environmental, economic, technological and governmental.</p> <ol style="list-style-type: none"> 1. The student will be able to analyze factors that affect housing choices. 2. The student will be able to determine how housing affects the quality of life. 3. The student will be able to categorize how housing helps to satisfy needs and personal priorities. 4. The student will be able to infer major challenges facing housing design. 	3 weeks
Unit #2: Acquiring Housing	<p>People make many decisions in the process of acquiring and paying for a place to live.</p> <ol style="list-style-type: none"> 1. The student will be able to assess types of home ownership. 2. The student will be able to analyze costs involved in renting and buying. 3. The student will be able to contrast the impact of needs and wants on housing costs. 4. The student will be able to define legal and financial terms related to acquiring housing. 	3 weeks
Unit #3: Understanding House Plans	<p>Understanding architectural drawings allows a person to analyze the actual space usage of a room and or house.</p> <ol style="list-style-type: none"> 1. The student will be able to interpret architectural drawings. 2. The student will be able to plan safe and convenient traffic patterns. 3. The student will be able to organize space by grouping rooms according to function. 4. The student will be able to describe how to use a scale floor plan to arrange furniture. 5. The student will be able to apply the steps in developing a design plan. 	10 weeks
Unit #4: Elements and Principles of Design	<p>Creating a pleasing environment successfully utilizes the elements and principles of design. Good design requires planning.</p> <ol style="list-style-type: none"> 1. The student will be able to illustrate the elements of good design. 2. The student will be able to point out the factors to consider when planning a color scheme. 3. The student will be able to utilize the principles of design to create unity, variety and harmony in room design. 	4 weeks

Unit Title	Unit Understandings and Goals	Recommended Duration
Unit #5: Textiles	<p>Selecting the appropriate backgrounds and home furnishings requires an understanding of textiles and fibers that are used to make them.</p> <ol style="list-style-type: none"> 1. The student will be able to explain what backgrounds are and why they are important. 2. The student will be able to identify appropriate textiles for various household uses. 3. The student will be able to explain the benefits of textile laws. 	4 weeks
Unit #6: Furniture Styles, and Construction	<p>When choosing furniture styles and evaluating furniture construction it is necessary to examine the design characteristics of function, construction and aesthetics.</p> <ol style="list-style-type: none"> 1. The student will be able to distinguish various furniture styles. 2. The student will be able to identify ways to evaluate quality furniture construction. 3. The student will be able to tell how consumers are protected when buying furniture. 4. The student will be able to summarize guidelines for caring for furniture. 	3 weeks
Unit #7: Home Safety and Maintenance	<p>By keeping your home clean and in good repair, living there will be a more pleasant and healthful experience.</p> <ol style="list-style-type: none"> 1. The student will be able to explain the importance of preventive maintenance. 2. The student will be able to select the cleaning tools, products, and schedule needed to maintain a home. 3. The student will be able to explain how to make a home safe and secure. 	3 weeks
Unit #8: Careers in Interior Design	<p>Successful workers share certain qualities and competition is great but the qualified applicant will get the position.</p> <ol style="list-style-type: none"> 1. The student will be able to utilize resources for career information. 2. The student will be able to develop a career plan. 3. The student will be able to investigate steps in getting a job and the skills necessary for keeping a job. 	2 weeks

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

Unit #1: Making Housing Choices

Enduring Understanding: Housing can change according to the needs and desires of those who occupy it and because of outside influences such as historical, cultural, societal, environmental, economic, technological and governmental.

Essential Questions: Why is housing important?

What do you consider when choosing a place to live?

How does housing affect the quality of life?

What is the impact of technology, environment, historical events, culture and societal changes on housing?

Unit Goals: The student will be able to analyze factors that affect housing choices.

The student will be able to determine how housing affects the quality of life.

The student will be able to categorize how housing helps to satisfy needs and personal priorities.

The student will be able to infer major challenges facing housing design.

Duration of Unit: 3 weeks

NJCCCS: 8.1 A1, 8.2.C.2-3, 9.2 A1-5; B1-3; C1-2

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
How does housing satisfy physical and psychological needs?	Factors affecting architectural choices	Current textbook and resource binders	Lecture and class discussion	Written tests and quizzes
How does the life cycle affect housing styles?	Standard types of housing	Student workbooks	Complete the chapter study guides	Worksheets
How does housing reflect cultural views and values?	Development of housing	Internet	Small group discussion	Project assessments
How do social trends affect housing?	Housing to fit human needs	Magazines	Guest speaker	Article summaries
How does government influence housing?	Housing and individual needs	Newspapers	Complete activities in student workbook	Responses to discussion questions
What is the role of technology in housing?	How culture influences housing	Videos	Portfolio development- types of houses, present day and historical	
	Societal trends that affect housing	Community resources		
	Impact of Technology			
	Historical aspects of housing			

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 I**

Unit #2: Acquiring Housing

Enduring Understanding: People make many decisions in the process of acquiring and paying for a place to live.

Essential Questions: What factors should be considered when choosing a community or neighborhood?

What are the different types of housing?

How can you pay for housing?

What are the hidden costs in housing?

Unit Goals: The student will be able to assess types of home ownership.

The student will be able to analyze costs involved in renting and buying.

The student will be able to contrast the impact of needs and wants on housing costs.

The student will be able to define legal and financial terms related to acquiring housing.

Duration of Unit: 3 weeks

NJCCCS: 8.2.A.3; C2-3, 9.2 A1-5; B1-3; C1-2; E3; E5

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What influences housing decisions? What do you look for in a location for your house? What are housing alternatives? What are the disadvantages and advantages of buying and/or renting a house? How do you buy a home? What are the hidden costs in homes/apartments?	Types of housing Types of mortgages Factors for choosing a community/location Reading legal documents Credit rating Decision making process Moving	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 Research project on financing housing Debate renting versus buying Locate and read over documents for renting or buying a house Portfolio—types of housing in area, list advantages and disadvantages of each	Written tests and quizzes Worksheets Project assessments Article summaries Responses to discussion questions

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 I**

Unit #3: Understanding House Plans

Enduring Understanding: Understanding architectural drawings allows a person to analyze the actual space usage of a room and or house.

Essential Questions: What information is given on architectural drawings?

How can space be utilized in a house?

What effect do traffic patterns have on movement throughout the house?

How can design ideas be successfully communicated?

Unit Goals: The student will be able to interpret architectural drawings.

The student will be able to plan safe and convenient traffic patterns.

The student will be able to organize space by grouping rooms according to function.

The student will be able to describe how to use a scale floor plan to arrange furniture.

The student will be able to apply the steps in developing a design plan.

Duration of Unit: 10 weeks

NJCCCS: 4.5.A.2.4; 4.2.12.D.2.1; 4.5.C.4; 4.4.12.A.2.1; 8.2.B.1-6; 9.2.F.4-5

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What do architectural symbols mean? What are the components of a floor plan? What are traffic patterns? How do you evaluate a floor plan?	Architectural drawings Architectural symbols Traffic patterns Layout of rooms Developing, completing and presenting a design plan	Current textbook and resource binders Student workbooks Internet Magazines Newspapers Videos Community resources	Lecture and class discussion Complete the chapter study guides Portfolio-develop, complete and present a design plan Guest speaker-architect, contractor Student workbook activities Create a three dimensional model of a room Sketch an elevation drawing Arrange furniture on a layout	Written tests and quizzes Worksheets Project assessments Article summaries Responses to discussion questions

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 I**

Unit #4: Elements and Principles of Design

Enduring Understandings: Creating a pleasing environment successfully utilizes the elements and principles of design.
Good design requires planning.

Essential Questions: Why does design change?
How does color create moods and illusions?
How do the design principles relate to the elements of design?
What are the elements of good design?

Unit Goals: The student will be able to illustrate the elements of good design.
The student will be able to point out the factors to consider when planning a color scheme.
The student will be able to utilize the principles of design to create unity, variety and harmony in room design.

Duration of Unit: 4 weeks

NJCCCS: 1.3.D.1; 9.2.F.4

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What are the elements and principles of design? How do the elements and principles of design set the mood of the home? How does color change the size of the room? How do you create harmony, unity and variety?	Elements of design-space, line, texture, form, color Principles of design-balance, rhythm, scale, proportion, emphasis Color schemes Components of color	Current textbook and resource binders Student workbooks Internet Magazines Newspapers Videos Community resources	Lecture and class discussion Complete the chapter study guides Student workbook activities Portfolio-collect examples of the elements and principles of design and identify Illustrate color schemes Create a color wheel	Written tests and quizzes Worksheets Project assessments Article summaries Responses to discussion questions

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 I**

Unit #5: Textiles

Enduring Understanding: Selecting the appropriate backgrounds and home furnishings requires an understanding of textiles and fibers that are used to make them.

Essential Questions: How are satisfying interior backgrounds created?
How are appropriate textiles chosen for various household uses?

Unit Goals: The student will be able to explain what backgrounds are and why they are important.
The student will be able to identify appropriate textiles for various household uses.
The student will be able to explain the benefits of textile laws.

Duration of Unit: 4 weeks

NJCCCS: 8.1.B.5-12; 9.2.F.4; 9.2.A.1-5; B.1-3; C.1-2

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What are natural and man-made fibers?</p> <p>What are the advantages and disadvantages of various weaves?</p> <p>What textile laws govern furnishings in the home?</p> <p>What are the advantages and disadvantages of the various window, wall and floor treatments?</p>	<p>Floor coverings</p> <p>Wall coverings</p> <p>Window coverings</p> <p>Textiles in the home</p> <p>Maintenance of textiles</p> <p>Fibers, Yarns, Fabrics</p> <p>Textile laws</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>Student workbook activities</p> <p>Portfolio-collect examples of floor, wall and window coverings and describe</p> <p>Guest speaker-Interior designer</p> <p>Field trip to flooring, window, paint store</p>	<p>Written tests and quizzes</p> <p>Worksheets</p> <p>Project assessments</p> <p>Article summaries</p> <p>Responses to discussion questions</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 I**

Unit #6: Furniture Styles and Construction

Enduring Understanding: When choosing furniture styles and evaluating furniture construction it is necessary to examine the design characteristics of function, construction and aesthetics.

Essential Questions: What are the characteristics of quality furniture construction?
How is various furniture styles identified?
What factors influence changes in furniture design?

Unit Goals: The student will be able to distinguish various furniture styles.
The student will be able to identify ways to evaluate quality furniture construction.
The student will be able to tell how consumers are protected when buying furniture.
The student will be able to summarize guidelines for caring for furniture.

Duration of Unit: 3 weeks

NJCCCS: 1.5.A.1; 9.2.E.2-3, 5

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What are the various furniture styles? What is the historical aspect of furniture styles? What makes a good piece of furniture? What consumer protections laws govern furnishings? What type of materials can be used in furniture? How do you care for furniture for maximum usage?	Furniture styles Period furniture Furniture construction Consumer laws for furniture Wood furniture Upholstered furniture Shopping for furniture Caring for furniture	Current textbook and resource binders Student workbooks Internet Magazines Newspapers Videos Community resources	Lecture and class discussion Complete the chapter study guides Student workbook activities Portfolio-collect examples of various styles of furniture and identify Field trip-Furniture store Guest speaker-furniture refinisher	Written tests and quizzes Worksheets Project assessments Article summaries Responses to discussion questions

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 I**

Unit #7: Home Safety and Maintenance

Enduring Understanding: By keeping your home clean and in good repair, living there will be a more pleasant and healthful experience.

Essential Questions: What are the types and causes of the most frequent home accidents?

How do you make a home safe and secure?

How do you properly maintain a home?

Unit Goals: The student will be able to explain the importance of preventive maintenance.

The student will be able to select the cleaning tools, products, and schedule needed to maintain a home.

The student will be able to explain how to make a home safe and secure.

Duration of Unit: 3 weeks

NJCCCS: 9.2.F.1-5

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How can preventive maintenance make a house retain its value and keep the inhabitants safe and secure?</p> <p>How can home accidents be prevented?</p> <p>What security systems should be present in the home?</p> <p>How can you effectively manage storage space?</p> <p>What is universal design?</p> <p>What are resources for home care?</p>	<p>Interior and exterior home maintenance and cleaning</p> <p>Common home repairs</p> <p>Organizing storage</p> <p>Home accidents and their prevention</p> <p>Keeping children safe in the home</p> <p>Keeping the air safe and clean</p> <p>Controlling noise pollution</p> <p>Universal design</p> <p>Carbon Monoxide poisoning</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>Student workbook activities</p> <p>Guest speaker-insurance agent, contractor</p> <p>Portfolio-develop an evacuation plan and a cleaning schedule for a home</p>	<p>Written tests and quizzes</p> <p>Worksheets</p> <p>Project assessments</p> <p>Article summaries</p> <p>Responses to discussion questions</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 I
Unit #8: Careers in Interior Design

Enduring Understanding: Successful workers share certain qualities and competition is great but the qualified applicant will get the position.

Essential Questions: What career opportunities are available in the interior design field?

To what extent does training and education affect securing and succeeding in a career?

Unit Goals: The student will be able to utilize resources for career information.

The student will be able to develop a career plan.

The student will be able to investigate steps in getting a job and the skills necessary for keeping a job.

Duration of Unit: 2 weeks

NJCCCS: 8.1.A.2; 9.1.A.1-5, B.1-5; 9.1.1-4; 9.2.A.1-4, B.1-3, C.1-2, E.1

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
How do you develop a career plan? What job opportunities are available in the housing field? How do you find a job? How do you keep a job? What types of benefits are available? How do you start a business?	Career plan Finding employment Maintaining a job Career opportunities in Housing Writing a cover letter and resume Entrepreneurship	Current textbook and resource binders Student workbooks Internet Magazines Newspapers Videos Community resources	Lecture and class discussion Complete the chapter study guides Student workbook activities Guest speaker-guidance counselor, real estate agent, Portfolio-create a cover letter and resume for a job	Written tests and quizzes Worksheets Project assessments Article summaries Responses to discussion questions

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.

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

Lewis, Evelyn. Turner, Carolyn. and Smock, Linda. Housing Decisions. Tinley Park, Illinois: The Goodheart-Willcox Company, Inc., 2006. ISBN-13 978-1-59070-534-6

Sherwood, Ruth. Homes Today and Tomorrow. New York, New York: Glencoe McGraw-Hill, 2002. ISBN 0-07-825114-3 (Student Edition)