

ROBBINSVILLE PUBLIC SCHOOLS

OFFICE OF CURRICULUM AND INSTRUCTION

**DEPARTMENT
FAMILY AND CONSUMER SCIENCES**

HOMES, ARCHITECTURE, AND INTERIOR DESIGN

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Course Philosophy

Every individual develops intellectually at his or her own unique pace through a variety of structured individual and group experiences. Through the study of Homes, Architecture and Interior Design, students develop critical thinking skills, patience, teamwork, and a sense of accomplishment from a job well done. Additionally, students learn to follow directions systematically and how to troubleshoot and problem solve individually and collectively. Whether a student decides to pursue a career in this field in the future or applies the principles learned personally, the knowledge and skills gained as a result of completing this course will continue to be a source of lifelong learning and fulfillment.

Course Description

Homes, Architecture, and Interior Design is a 2.5 credit course open to students in grades 9-12. Subjects covered include housing and society, architectural design of early homes through today's homes, basic home construction, and resources management. Additionally, students will study the elements and principles of interior design, including floor plans, color schemes, furniture styles, lighting, and accessories. Throughout the course, students will participate in class activities individually and in small groups.

Integration of 21st Century Themes and Skills

Educational Technology
Standards
<ul style="list-style-type: none"> <u>Technology Operations and Concepts:</u> Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review (8.1.12.A.2). <u>Example:</u> Students can collaborate online to produce, edit, and electronically submit a virtual museum presentation or timeline as part of the unit on architectural design. Students can receive peer feedback before and after publishing their presentations via Google Classroom. <u>Creativity and Innovation:</u> Students can apply previous content knowledge by creating and piloting a digital learning game or tutorial (8.1.12.B.2). Example: A website allowing students to create games online can be used to develop a game about interior design. <u>Example:</u> Students can develop an online game to be played by the class. The game would be designed to reinforce information learned about the elements and principles of interior design. <u>Communication and Collaboration:</u> Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community (8.1.12.C.1). Example: Students can investigate multiple online sources to develop a presentation synthesizing the information found and proposing universal design solutions. <u>Example:</u> Students can collaborate online to produce, edit and electronically submit a virtual home that incorporates the principles of universal design. <u>Research and Information Fluency:</u> Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources (8.1.12.E.1). Example: Students can research the elements and principles of design and create a model of a room incorporating the information. <u>Example:</u> Students can collaborate online to gather information which will be used to create a 3-D model of a room incorporating the elements and principles of design.

Career Ready Practices: CRP4, CRP6, CRP7, CRP8, CRP11
Standards
CRP4. Communicate clearly and effectively and with reason. Career-ready individuals communicate thoughts, ideas, and action plans with clarity,

whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

Example: Students will communicate clearly and effectively with their classmates when presenting their projects. They will be active listeners during others' presentations. They will ask thoughtful questions and respond appropriately.

CRP6. Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

Example: Students will brainstorm ideas and collaborate with their classmates to find creative solutions to the task at hand. This may include research as a basis for discussion.

CRP7. Employ valid and reliable research strategies. Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

Example: Students will employ accepted research strategies and cite their sources.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

Example: Once students have brainstormed and collaborated and decided on a course of action, they work diligently until the project has been completed.

CRP11. Use technology to enhance productivity. Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

Example: Students use technology responsibly to complete their assigned projects.

Robbinsville Ready 21st Century Skill Integration

The following skills will be embedded throughout the curriculum and instruction of this course.

Collaborative Team Member: Robbinsville students will learn more by working together than in isolation. As educational theorist Lev Vygotsky advocated, learning is a social process. Many workplaces today encourage employees to work in teams to solicit diverse perspectives, brainstorm new ideas and/or products, and solve problems. Further, collaboration fosters interpersonal relationships, self-management skills, cooperation, and a sense of collective responsibility. Collaborative team members are able to work with diverse groups of people who hold a variety of perspectives.

Effective Communicator: Robbinsville students must be able to clearly articulate their ideas orally, in writing, and across various media in order to successfully connect to the world around them. As the world becomes increasingly globalized, communication is more than just sharing one's ideas. Effective communicators are able to communicate their convictions, actively listen ,and analyze others' work to identify perspective and/or potential bias.

Emotionally Intelligent Learner: Robbinsville students who are emotionally intelligent learn to be empathetic, demonstrate integrity and ethical behavior, are kind, are self-aware, are willing to change, and practice self-care. They are better able to cope with the demands of the 21st century digital society and workplace because they are reliable, responsible, form stable and healthy relationships, and seek to grow personally and professionally. Emotionally intelligent people are able to manage their emotions, work effectively on teams, and are leaders who can grow and help to develop others.

Informed and Involved Citizen: Robbinsville students need to be digital citizens who are civically and globally aware. The concept of what it means to be "literate" has evolved along with 21st century technological and cultural shifts. Our progressive vision of literacy entails having our students explore real world problems in the classroom. Informed and involved citizens are able to safely and accurately communicate with people all around the world and are financially, environmentally, and informationally literate.

Innovative Thinker: Robbinsville students must encompass innovative thinking skills in order be successful lifelong learners in the 21st century world. As stated by Karl Fisch and Scott McLeod in the short film *Shift Happens*, "We are currently preparing students for jobs that don't yet exist ...using technologies that haven't been invented...in order to solve problems we don't even know are problems yet." Innovative thinkers are able to think analytically, solve problems critically, creatively engage in curiosity and tinkering, and demonstrate originality.

Resilient and Self-Directed Learner: Robbinsville students need to take risks and ultimately make independent and informed decisions in an ever-changing world. Author of *Life, the Truth, and Being Free*, Steve Maraboli stated, "Life doesn't get easier or more forgiving, we get stronger and

more resilient.” Self-directed scholars of the 21st century are able to set goals, initiate resolutions by seeking creative approaches, and adjust their thinking in light of difficult situations. Resilient students are able to take risks without fear of failure and overcome setbacks by utilizing experiences to confront new challenges. Resilient and self directed scholars will consistently embrace opportunities to initiate solutions and overcome obstacles.

Interdisciplinary Connections

Reading/Writing: NJSLSA.R7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Examples: Students can collaborate online to produce, edit, and electronically submit a virtual museum presentation exhibiting primitive housing. Students can investigate Habitat for Humanity programs in the area and ways in which they could participate.

Mathematical Practice-Modeling: Examples: Students can produce floor plans that feature manageable traffic patterns and furniture placement. Students can use online programs to design rooms with floor plans and furniture placement that have real world applications.

Science: HS-ESS3-4: Evaluate or refine a technological solution that reduces impacts of human activities on natural systems. Examples: Students can investigate the benefits of environmentally friendly housing. Students can produce a multi media presentation about landscaping and its impact on the environment.

Social Studies: 6.1.12.B.13.b: Evaluate the effectiveness of environmental movements and their influence on public attitudes and environmental protection laws. Examples: Students can investigate the history of environmentally responsible housing. Students can produce a document about environmentally responsible furniture production.

Career and Tech Education: 9.3.12.AR-VIS.2: Analyze how the application of visual arts elements and principles of design communicate and express ideas. Examples: Students can design a functional and aesthetically pleasing dorm room for a college student. Students can design a functional and aesthetically pleasing classroom.

World Languages: 7.1.NH.C.5: Speak or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives. Examples: Students can compare and contrast early American styles of housing and the reasoning behind their creation. Students can create a new housing design using one characteristic from any six early American styles.

General Differentiated Instruction Strategies	
<ul style="list-style-type: none"> • Leveled texts • Chunking texts • Choice board • Socratic Seminar • Tiered Instruction • Small group instruction • Guided Reading • Sentence starters/frames • Writing scaffolds • Tangible items/pictures • Adjust length of assignment 	<ul style="list-style-type: none"> • Repeat, reword directions • Brain breaks and movement breaks • Brief and concrete directions • Checklists for tasks • Graphic organizers • Assistive technology (spell check, voice to type) • Study guides • Tiered learning stations • Tiered questioning • Data-driven student partnerships • Extra time

Possible Additional Strategies for Special Education Students, At-Risk Students, and English Language Learners (ELLs)			
Time/General	Processing	Comprehension	Recall
<ul style="list-style-type: none"> • Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for reports and projects • Communication system between home and school • Provide lecture notes/outline 	<ul style="list-style-type: none"> • Extra Response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading partners 	<ul style="list-style-type: none"> • Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning 	<ul style="list-style-type: none"> • Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers
Assistive Technology	Assessments and Grading	Behavior/Attention	Organization
<ul style="list-style-type: none"> • Computer/whiteboard • Tape recorder • Spell-checker 	<ul style="list-style-type: none"> • Extended time • Study guides • Shortened tests 	<ul style="list-style-type: none"> • Consistent daily structured routine • Simple and clear 	<ul style="list-style-type: none"> • Individual daily planner • Display a written agenda • Note-taking assistance

<ul style="list-style-type: none"> ● Audio-taped books 	<ul style="list-style-type: none"> ● Read directions aloud 	<ul style="list-style-type: none"> classroom rules ● Frequent feedback 	<ul style="list-style-type: none"> ● Color code materials
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Enrichment

The goal of Enrichment is to provide learners with the opportunity to participate in extension activities that are differentiated and enhance the curriculum. All enrichment decisions will be based upon individual student needs.

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center
- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the ‘regular’ curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).
- Using supplementary materials in addition to the normal range of resources.

Robbinsville Public Schools

Curriculum Map

Homes, Architecture and Interior Design

Relevant Standards	Standards Unpacked Skill / Concept / Process?	Enduring Understandings / Unit Goals	Essential Questions	Unit Title / Suggested Timeline
Unit #1 NJSLSA.R7 8.1.12.C.1 CRP1 CRP4 CRP6 CRP7 CRP8 CRP11 NJSLSA.R1 NJSLSA.R2 NJSLSA.R7 NJSLSA.W7	Describe primitive housing, identify physical and psychological human needs fulfilled by housing,, explain universal design, explain how culture influences housing, investigate societal trends that affect housing, analyze the government's role in housing, identify materials and construction, explain green building, research advances in home technology/Housing fulfills physical and psychological human needs, housing fulfills individual needs, universal design is beneficial to everyone, the government has a role in housing, housing materials and construction determine the type and quality of the dwelling, green building is designed to be environmentally friendly, there have been many technological advances in housing	Primitive housing evolved in different parts of the world to accomodate the needs of the people. Human physical and psychological needs are fulfilled by housing. Universal design evolved to accomodate people of all abilities. Culture, societal trends and the government affect housing. Materials and methods of construction affect quality of housing. Green building is designed to be environmentally friendly. There have been many advances in technology in the home./SWBAT explain the human physical and psychological needs fulfilled by housing. SWBAT identify the components of universal design. SWBAT explain how culture, societal trends and the government affect housing. SWBAT describe housing materials and methods of construction. SWBAT analyze green building.	How and why did primitive housing evolve? What are the human physical and psychological needs that are fulfilled by housing? What is universal design? How do culture, societal trends and the government affect housing? What materials and methods of construction are employed in modern housing? What is green building? What technological advances have been made in housing ?	Unit #1: Homes are for People/4 weeks

<p>NJSLSA.W8.</p> <p>NJSLSA.W9</p> <p>NJSLSA.SL1</p> <p>NJSLSA.SL2.</p> <p>NJSLSA.SL3.</p> <p>NJSLSA.SL4</p> <p>NJSLSA.SL5</p> <p>NJSLSA.SL6.</p> <p>NJSLSA.L1</p> <p>NJSLSA.L2</p>		<p>SWBAT evaluate the technological advances in housing.</p>		
<p>Unit #2</p> <p>Math:</p> <p>Modeling</p> <p>7.1.NH.C.5</p> <p>8.1.12.A.2</p> <p>CRP1</p> <p>CRP4</p> <p>CRP6</p> <p>CRP7</p> <p>CRP8</p> <p>CRP11</p>	<p>Describe Native American early homes, settlers from Europe built homes reminiscent of those in their native countries, geographic and climate challenges dictated the homes that were built by pioneers, analyze the characteristics of early English, German and Dutch, Swedish, Spanish and French homes in North America, evaluate how events in American history have affected housing design, compare and contrast housing styles in the 18th century and in the 19th century, analyze housing designs in the late 20th and early 21st centuries, evaluate the importance of various activity zones in a house, analyze floor plans/Environment and culture</p>	<p>Early Native American homes were influenced by environment and culture. Early European settlers built homes like those they had in their native countries. Geographic and climatic conditions affected the homes built by the pioneers. English, German and Dutch, Swedish, Spanish and French homes in North America had different characteristics influenced by the settlers' cultures as well as new geographic and climatic conditions and natural resources. Housing styles in the 18th and 19th centuries had many similarities and many differences. Housing designs in the late 20th and early 21st centuries reflect earlier designs that have been adapted as well as new designs. A floor plan is a visual</p>	<p>How were early Native American homes constructed?</p> <p>How were early European settlers' homes constructed?</p> <p>How did geographic and climatic conditions affect the homes built by the pioneers?</p> <p>What were the similarities/differences between the homes built by the early English, German and Dutch, Swedish, Spanish and French settlers?</p> <p>What were the similarities/differences between housing designs of the 18th century? 19th century?</p> <p>How do the homes of the late 20th and early 21st centuries reflect earlier designs that have</p>	<p>Unit #2:</p> <p>Architectural Design/3 weeks</p>

<p>NJSLSA.R1</p> <p>NJSLSA.R2</p> <p>NJSLSA.R7</p> <p>NJSLSA.W7</p> <p>NJSLSA.W8.</p> <p>NJSLSA.W9</p> <p>NJSLSA.SL1</p> <p>NJSLSA.SL2.</p> <p>NJSLSA.SL3.</p> <p>NJSLSA.SL4</p> <p>NJSLSA.SL5</p> <p>NJSLSA.SL6.</p> <p>NJSLSA.L1</p> <p>NJSLSA.L2</p>	<p>influenced Native American housing. Early American settlers from Europe built homes reminiscent of those in their native countries. Homes built by the pioneers reflected the geographic and climatic challenges they faced. Homes built by Europeans in America between 1620 and 1740 had many similar and many different characteristics. Events in American history affected housing design in the 18th and 19th centuries. Housing designs in the late 20th and early 21st centuries reflect early designs that have been adapted, as well as new designs. Different sections of a house are designed for different activities. Floor plans are a visual representation of a room.</p>	<p>representations of a room./SWBAT describe early Native American homes and the reasons they were built as they were. SWBAT describe the homes of the earliest American settlers from Europe. SWBAT analyze the homes of the pioneers and the geographic and climatic conditions that affected those homes. SWBAT compare and contrast the homes built by the English, German and Dutch, Swedish, Spanish and French settlers during the period from 1620 to 1740. SWBAT compare and contrast the housing styles of the 18th and of the 19th centuries. SWBAT explain how the homes of the late 20th and early 21st centuries reflect earlier designs that have been adapted as well as new designs. SWBAT create a floor plan according to a specific set of directions.</p>	<p>been adapted as well as new designs?</p>	
<p>Unit #3</p> <p>HS-ESS3-4</p>	<p>Explain the importance of topography, and orientation in building a house. Analyze the basic structure of a house. Analyze exterior finishing of a house. Explain the purpose of insulation and how its effectiveness is measured. Explain basic window and door construction. Explain how a house is protected from water. Explain the basics of electric wiring, plumbing, and HVAC systems.</p>	<p>There are many factors to consider in building a house. The basic structure of a house has many components, all of which are vital to the finished product. Electric wiring, plumbing and heating/cooling are three essential house systems. Prudent resources management can ensure a house that is energy efficient, environmentally friendly and cost efficient. Outdoor living spaces, including landscaping, are an</p>	<p>What are the factors to consider when building a house? What is the basic structure of a house? How do the electrical, plumbing and heating/cooling systems of a house work? How can resources be prudently managed so that the house is energy efficient, environmentally friendly and cost efficient? How can outdoor living spaces/landscaping be</p>	<p>Unit #3: Understanding Construction/4 weeks</p>

	<p>Explain the basics of interior finishing. Evaluate resources management in the construction of a house. Evaluate the basics of outdoor living spaces. Analyze environmentally friendly landscaping./Topography and orientation are two very important factors to consider in building a house. The basic structure of a house has many components. There are many ways to finish the exterior of a house. Insulation is critical to climate control in a house. Each part of a window or a door has a function. It is important to protect a house from water. Three of the basic house systems are electric wiring, plumbing, and heating/cooling. There are many ways to finish interiors. Prudent resources management can ensure building a house that is energy efficient, environmentally friendly and cost effective. Outdoor living spaces are extensions of the house. Landscaping can be accomplished in a responsible, environmentally friendly manner.</p>	<p>extension of indoor living spaces and can be constructed in an environmentally friendly manner./SWBAT explain the importance of topography and orientation in building a house. SWBAT analyze the basic structure of a house. SWBAT analyze the various exterior finishes of a house. SWBAT explain the mechanics and functions of electrical, plumbing and HVAC systems. SWBAT analyze how prudent resources management can ensure a house that is energy efficient, environmentally friendly and cost efficient. SWBAT design an outdoor living space that is environmentally friendly.</p>	<p>constructed to be environmentally friendly?</p>	
<p>Unit#4</p> <p>9.3.12.AR-VIS.2</p> <p>8.1.12.B.2</p> <p>8.1.12.E.1</p> <p>CRP1</p> <p>CRP4</p>	<p>Describe the elements of good design and how they are useful; analyze how color can be used to create moods and illusions; explain how to use the color wheel; identify characteristics of different color schemes; explain how proportion, scale, balance, rhythm, emphasis, unity and variety are used in design/The elements of design are space, line, form, texture and color Color can</p>	<p>Knowing how to use elements and principles of good design can ensure pleasing living spaces. The elements of design are space, form, line, texture and color. All work together to create pleasing living spaces. The color wheel is a tool used to create color schemes. The principles of design are proportion, balance, rhythm, emphasis, unity and</p>	<p>What are the elements of design and how are they incorporated into room design? How is the color wheel used as a tool to create color schemes? What are the principles of design, and how do they work together to create pleasing living spaces?</p>	<p>Unit #4: Using Design/5 weeks</p>

CRP6	be used to create moods and illusions. There are color schemes that can be identified through use of the color wheel. The principles of design, proportion, balance, rhythm, emphasis, unity and variety, are used to create pleasing living spaces.	variety./SWBAT analyze the elements of design. SWBAT analyze the color wheel and explain how to use it as a tool to create color schemes./SWBAT analyze the principles of design.		
CRP7				
CRP8				
CRP11				
NJSLSA.R1				
NJSLSA.R2				
NJSLSA.R7				
NJSLSA.W7				
NJSLSA.W8.				
NJSLSA.W9				
NJSLSA.SL1				
NJSLSA.SL2.				
NJSLSA.SL3.				
NJSLSA.SL4				
NJSLSA.SL5				
NJSLSA.SL6.				
NJSLSA.L1				
NJSLSA.L2				

Robbinsville Public Schools

Scope, Sequence, Pacing and Assessment

Homes, Architecture, and Interior Design

Unit Title	Unit Understandings and Goals	Recommended Duration/ Pacing	Benchmark Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
Unit #1: Homes are for People	Primitive housing evolved in different parts of the world to accomodate the needs of the people. Human physical and psychological needs are fulfilled by housing. Universal design evolved to accomodate people of all abilities. Culture, societal trends, and the government affect housing. Materials and methods of construction affect quality of housing. Green building is designed to be environmentally friendly. There have been many advances in technology in the home./SWBAT explain the human physical and psychological needs fulfilled by housing. SWBAT identify the components of universal design. SWBAT explain how culture, societal trends, and the government affect housing. SWBAT describe housing materials and methods of construction. SWBAT analyze green building. SWBAT evaluate the technological advances in housing.	4 weeks	Written pretest	Peer assessment Interim project checks Quizzes	Chapter test Unit test Project rubrics
Unit #2: Architectural Design	Early Native American homes were influenced by environment and culture. Early European settlers built homes like those they had in their native countries. Geographic and climatic conditions affected the homes built by the pioneers. English, German and Dutch, Swedish, Spanish, and French homes in North America had different characteristics influenced by the settlers' cultures as well as new georgaphic and climatic conditions and natural resources. Housing styles in the 18th and 19th centuries had many similarities and many differences. Housing designs in the late 20th and early 21st centuries reflect earlier designs that have been	3 weeks	Written pretest	Peer assessment Interim project checks Quizzes	Chapter test Unit test Project rubrics

	<p>adapted as well as new designs. SWBAT describe early Native American homes and the reasons they were built as they were. SWBAT describe the homes of the earliest American settlers from Europe. SWBAT analyze the homes of the pioneers and the geographic and climatic conditions that affected those homes. SWBAT compare and contrast the homes built by the English, German and Dutch, Swedish, Spanish, and French settlers during the period from 1620 to 1740. SWBAT compare and contrast the housing styles of the 18th and of the 19th centuries. SWBAT explain how the homes of the late 20th and early 21st centuries reflect earlier designs that have been adapted as well as new designs.</p>				
Unit #3: Understanding Construction	<p>There are many factors to consider in building a house. The basic structure of a house has many components, all of which are vital to the finished product. Electric wiring, plumbing and heating/cooling are three essential house systems. Prudent management of resources can ensure a house that is energy efficient, environmentally friendly, and cost efficient. Outdoor living spaces, including landscaping, are an extension of indoor living spaces and can be constructed in an environmentally friendly manner./SWBAT explain the importance of topography and orientation in building a house. SWBAT analyze the basic structure of a house. SWBAT analyze the various exterior finishes of a house. SWBAT explain the mechanics and functions of electrical, plumbing, and HVAC systems. SWBAT analyze how prudent management of resources can ensure a house that is energy efficient, environmentally friendly, and cost efficient. SWBAT design an outdoor living space that is environmentally friendly.</p>	4 weeks	Written pretest	<p>Peer assessment</p> <p>Interim project checks</p> <p>Quizzes</p>	<p>Chapter test</p> <p>Unit test</p> <p>Project rubrics</p>

Unit #4: Using Design	<p>Knowing how to use elements and principles of good design can ensure pleasing living spaces.</p> <p>The elements of design are space, form, line, texture and color. All work together to create pleasing living spaces.</p> <p>The color wheel is a tool used to create color schemes.</p> <p>The principles of design are proportion, balance, rhythm, emphasis, unity and variety./SWBAT analyze the elements of design. SWBAT analyze the color wheel and explain how to use it as a tool to create color schemes./SWBAT analyze the principles of design.</p>	5 weeks	Written pretest	<p>Peer assessment</p> <p>Interim project checks</p> <p>Quizzes</p>	<p>Chapter test</p> <p>Unit test</p> <p>Project rubrics</p>
Unit #5: Planning Interior Environments	<p>There are ten steps in developing a design plan.</p> <p>Creating a scale drawing of a room with its furnishings assists in visualizing furniture placement and traffic patterns.</p> <p>Backgrounds in interior design include floors, walls, ceilings, and window treatments.</p> <p>There are many styles and types of furniture. Selection depends on intended use, style, durability. and budget.</p> <p>The three types of lighting are general, task, and accent. Each serves a specific purpose.</p> <p>Accessories are the finishing touches in interior design.</p> <p>Computer programs can assist in interior design./SWBAT list the ten steps in developing a design plan. SWBAT create a scale drawing of a room with its furnishings. SWBAT evaluate the selection of background colors and textures in interior design. SWBAT identify common furniture styles. SWBAT analyze the use of general, task, and accent lighting in interior design. SWBAT evaluate the use of accessories in interior design. SWBAT create a room design using a computer program.</p>	6 weeks	Written pretest	<p>Peer assessment</p> <p>Interim project checks</p> <p>Quizzes</p>	<p>Chapter test</p> <p>Unit test</p> <p>Project rubrics</p>

Robbinsville Public Schools

Unit #:1 Homes are for People

Enduring Understandings: <ul style="list-style-type: none"> Primitive housing evolved in different parts of the world to accomodate the needs of the people. Human physical and psychological needs are fulfilled by housing. Universal design evolved to accomodate people of all abilities. Culture, societal trends, and the government affect housing. Materials and methods of construction affect quality of housing. Green building is designed to be environmentally friendly. There have been many advances in technology in the home. Habitat for Humanity exists to assist those in need of a home. 	Essential Questions: <ul style="list-style-type: none"> What are the human physical and psychological needs that are fulfilled by housing? What is universal design? How do culture, societal trends, and the government affect housing? What materials and methods of construction are employed in modern housing? What is green building? What technological advances have been made in housing ? What is Habitat for Humanity?
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Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
NJSLS A.R7	Historicall, what are the three basic types of housing that have been built?	Primitive housing	Textbook readings	Textbook	Quizzes
8.1.12. C.1		Physical and psychological needs fulfilled by housing	Completion of chapter study guides	Internet Resources	Chapter tests
CRP1	What physical needs does housing fulfill?	Universal design	Using Google Slides, prepare a presentation about what an archaeologist analyzing today's trash might deduce about our society.	DVDs	Project rubrics
CRP4		Cultural, societal, and government effects on housing		Assorted Art Supplies	Unit test
CRP6	What psychological needs does housing fulfill?	Green building	Using a picture of a room with white walls, a beige sofa, two brown chairs, and a dark wood coffee table, students personalize the room so that it fulfills their physical and psychological needs.		
CRP7					
CRP8	What is universal design?	Technology in the home			
CRP11		Habitat for Humanity			
NJSLS A.R1	What are the components of universal design?		Students collaborate to produce, edit, and electronically submit a virtual home that incorporates the principles of universal design.		
NJSLS A.R2	How do cultural views influence housing?				

NJSLS A.R7	How do societal trends affect housing?		Investigate Habitat for Humanity programs in the area and ways in which they could participate		
NJSLS A.W7	What is the government's role in housing?				
NJSLS A.W8.	What is Habitat for Humanity?		Collaborate online to produce, edit, and electronically submit a virtual museum presentation exhibiting primitive housing		
NJSLS A.W9					
NJSLS A.SL1	What are some materials used in home construction?				
NJSLS A.SL2.	What are some tools used in home construction?				
NJSLS A.SL3.					
NJSLS A.SL4	What are some methods used in home construction?				
NJSLS A.SL5	What are some of the advances in technology in the home?				
NJSLS A.SL6.					
NJSLS A.L1	What might be some future advances in technology in the home?				
NJSLS A.L2					

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Unit #:2 Architectural Design

Enduring Understandings: <ul style="list-style-type: none"> • Early Native American homes were influenced by environment and culture. • Early European settlers built homes like those they had in their native countries. • Geographic and climatic conditions affected the homes built by the pioneers. • English, German and Dutch, Swedish, Spanish, and French homes in North America had different characteristics influenced by the settlers' cultures as well as new geographic and climatic conditions and natural resources. • Housing styles in the 18th and 19th centuries had many similarities and many differences. • Housing designs in the late 20th and early 21st centuries reflect earlier designs that have been adapted as well as new designs. • A floor plan is a visual representation of a room design. 	Essential Questions <ul style="list-style-type: none"> • How were early Native American homes constructed? • How were early European settlers' homes constructed? • How did geographic and climatic conditions affect the homes built by the pioneers? • What were the similarities/differences between the homes built by the early English, German and Dutch, Swedish, Spanish, and French settlers? • What were the similarities/differences between housing designs of the 18th century? 19th century? • How do the homes of the late 20th and early 21st centuries reflect earlier designs that have been adapted as well as new designs? • What is a floor plan, and how can it be of use in interior design?
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Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
Math: Modeling	How were early Native American homes constructed?	Early Native American homes	Textbook readings	Textbook	Quizzes
7.1.NH.C.5	How were the first colonists' homes constructed?	Early European settlers' homes	Completion of chapter study guides	Internet Resources	Chapter tests
8.1.12.A.2	How were the first colonists' homes constructed?	Influences on later European settlers' homes	Class discussions	DVDs	Project rubrics
CRP1	What were the distinguishing characteristics of English, German and Dutch, Swedish, Spanish, and French homes during the 17th and early 18th centuries?	Housing styles in the 18th and 19th centuries	Students collaborate online to produce, edit, and electronically submit a virtual museum presentation or timeline of architectural design in America.	Assorted Art Supplies	Unit test
CRP4		Housing styles in the late 20th and 21st centuries			
CRP6		Floor plans	Students can create floor plans featuring manageable traffic patterns and furniture placement.		
CRP7					
CRP8					

CRP11	What are the features of the Georgian style?		Compare and contrast early American styles of housing and the reasoning behind their creation.		
NJSLS A.R1	What are the features of the Federal style?		Create a new housing design using one characteristic from any six early American designs.		
NJSLS A.R2	What are the features of the Greek Revival and Gothic Revival styles?		Prepare a multimedia presentation about one of the featured housing styles.		
NJSLS A.R7	What are the features of the Italianate style?				
NJSLS A.W8.	What are the features of the Victorian style?				
NJSLS A.W9	What are some housing styles of the late 20th and 21st centuries?				
NJSLS A.SL1	What is a floor plan?				
NJSLS A.SL2.	What tools are needed to create a floor plan?				
NJSLS A.SL3.	How do you create a floor plan?				
NJSLS A.SL4					
NJSLS A.SL5					
NJSLS A.SL6.					
NJSLS A.L1					
NJSLS A.L2					

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Unit #: 3 Understanding Construction

Enduring Understandings: <ul style="list-style-type: none"> • There are many factors to consider in building a house. • The basic structure of a house has many components, all of which are vital to the finished product. • Electric wiring, plumbing, and heating/cooling are three essential house systems. • Prudent resources management can ensure a house that is energy efficient, environmentally friendly, and cost efficient. • Outdoor living spaces, including landscaping, are an extension of indoor living spaces and can be constructed in an environmentally friendly manner. 	Essential Questions: <ul style="list-style-type: none"> • What are the factors to consider when building a house? • What is the basic structure of a house? • How do the electrical, plumbing, and heating/cooling systems of a house work? • How can resources be prudently managed so that the house is energy efficient, environmentally friendly, and cost efficient? • How can outdoor living spaces/landscaping be constructed to be environmentally friendly?
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Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
6.1.12. B.13.b	What are some factors to consider when planning a homesite?	Factors to consider when building a house	Textbook readings	Textbook	Quizzes
CRP1		Structural components of a house	Completion of chapter study guides	Internet Resources	Chapter tests
CRP4	What function does the foundation of a house serve?	Electrical, plumbing, and HVAC systems	Class discussions	DVDs	Project rubrics
CRP6		Resources management	Students collaborate to produce a multimedia presentation about landscaping and its impact on the environment.	Assorted Art Supplies	Unit test
CRP7	How is a house framed?	Outdoor loving spaces	Show “The House” DVD. Pause after each section and discuss contents. Students take guided notes.		
CRP8	How is the exterior of a house finished?	Green building	Prepare a document about environmentally responsible house building.		
CRP11					
NJSLS A.R1	What are the components of a roof?				
NJSLS A.R2	What is the purpose of insulation?				
NJSLS A.R7	What are the basic parts of a window? A door?				

NJSLS A.W7	How can a house be protected from water?		Prepare a list of questions you would ask a buider about a house you want built. Give your set of questions to a partner. Answer each other's questions.		
NJSLS A.W8.	What is a panel box?				
NJSLS A.W9	What are the components of the electrical system in a house?		Develop a checklist for each phase of construction that you might use to evaluate the work done.		
NJSLS A.SL1	How does a water heater work?		Prepare a presentation on the history of a house system.		
NJSLS A.SL2.	How does a sewage disposal system work?		Design three bumper stickers to promote water or energy conservation.		
NJSLS A.SL3.	What are some types of heating systems and how do they work?		Describe a family and draw a floor plan of a house that would meet their needs. Write a brief description of your floor plan and justify it.		
NJSLS A.SL4	How does a cooling system work?				
NJSLS A.SL5	How are house interiors finished?				
NJSLS A.SL6.	What are some sources of energy?				
NJSLS A.L1	How can energy be used efficiently in a house?				
NJSLS A.L2	How can water be conserved?				
	What is green building?				
	How can outdoor living spaces be constructed to be environmentally friendly?				

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Unit #: 4 Using Design

Enduring Understandings: <ul style="list-style-type: none"> Knowing how to use elements and principles of good design can ensure pleasing living spaces. The elements of design are space, form, line, texture, and color. All work together to create pleasing living spaces. The color wheel is a tool used to create color schemes. The principles of design are proportion, balance, rhythm, emphasis, unity, and variety. 	Essential Questions: <ul style="list-style-type: none"> What are the elements of design, and how are they incorporated into room design? How is the color wheel used as a tool to create color schemes? What are the principles of design, and how do they work together to create pleasing living spaces?
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Duration of Unit: 4 weeks

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
9.3.12. AR-VI S.2	What are the five elements of design?	Elements of design	Textbook readings	Textbook	Quizzes
8.1.12. B.2	How is space used in interior design?	Principles of design	Completion of chapter study guides	Internet Resources	Chapter tests
8.1.12. E.1	How can effects and feelings be created using line?	Color wheel	Class discussions	DVDs	Project rubrics
CRP1	How can effects be created with form?		Design a functional and aesthetically pleasing dorm room for a college student.	Assorted Art Supplies	Unit test
CRP4	What is harmonious design?		Design a functional and aesthetically pleasing classroom.		
CRP6	What is texture?		Develop an online game designed to reinforce information learned about the elements and principles of interior design. The game is played by the class.		
CRP7	What are some special effects that can be created with texture?		Collaborate online to gather information which will be used to create a 3D model of a room		
CRP8	How can color be used to create a mood?				
CRP11					
NJSLS A.R1					
NJSLS A.R2					

NJSLS A.R7	What is the difference between warm and cool colors?		incorporating the elements and principles of design.		
NJSLS A.W7	What is the color wheel?		Look through magazines and find pictures of three rooms that use color effectively. Analyze the color scheme.		
NJSLS A.W8.	How is the color wheel used to determine color schemes?		Choose a fabric swatch and create a sample board of a color scheme incorporating it. Explain the color scheme and your justification for developing it.		
NJSLS A.W9	What is the vocabulary of color?				
NJSLS A.SL1	What are some factors to consider in selecting colors for an interior?				
NJSLS A.SL2.	How can you create a color sample board?				
NJSLS A.SL4	What is the golden section, and how is it applied in interior design?				
NJSLS A.SL5	What is the golden rectangle, and how is it applied in interior design?				
NJSLS A.SL6.	What is scale, and how is it used in interior design?				
NJSLS A.L1	How is balance used in interior design?				
NJSLS A.L2	What are some types of rhythm, and how are they used in interior design?				

	How is emphasis used in interior design?				
	How are unity and variety used in interior design?				

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Unit #: 5

Planning Interior Environments

Enduring Understandings: <ul style="list-style-type: none"> • There are ten steps in developing a design plan. • Creating a scale drawing of a room with its furnishings assists in visualizing furniture placement and traffic patterns. • Backgrounds in interior design include floors, walls, ceilings, and window treatments. • There are many styles and types of furniture. Selection depends on intended use, style, durability, and budget. • The three types of lighting are general, task, and accent. Each serves a specific purpose. • Accessories are the finishing touches in interior design. • Computer programs can assist in interior design 	Essential Questions: <ul style="list-style-type: none"> • What are the ten steps in developing a design plan? • How is a scale drawing of a room created using graph paper and templates? • What materials are used for backgrounds? • What factors are to be considered in selecting furniture? • What are the three types of lighting, and how is each used in interior design? • How are accessories selected in interior design? • How can a room be designed using a computer program?
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Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
CRP1	What are the first five steps in developing a design plan?	The 10 steps in creating a design plan	Textbook readings	Textbook	Quizzes
CRP4		Scale drawings of rooms	Completion of chapter study guides	Internet Resources	Chapter tests
CRP6	What is a scale drawing?	Room backgrounds	Class discussions	DVDs	Project rubrics
CRP7	What is the importance of a scale drawing in planning a room or house design?	Window treatments	Develop an online game about the steps in creating a design plan to be played by the class	Assorted Art Supplies	Unit test
CRP8		Furniture selection			
CRP11		Lighting	Create a design board for a room. Write a report detailing and justifying your choices		
NJSLS A.R1	What are the factors to consider in creating a scale drawing?	Accessories			
NJSLS A.R2	What are backgrounds, and why are they important?	Using a computer program to design a room	Create a furniture arrangement for a multi level home's floor plan. Use templates, select a color scheme, detail traffic patterns and clearance		

NJSLS A.R7	What are some floor coverings for specific purposes?		space, and elements and principles of design. Write a report detailing and justifying each segment of the project.		
NJSLS A.W7	What are the characteristics and uses of various wall coverings?				
NJSLS A.W8.	What are some options for ceilings?				
NJSLS A.W9	What are the characteristics of various window treatments?				
NJSLS A.SL1	How can you identify marks of quality when selecting furniture?				
NJSLS A.SL2.	How do you care for furniture?				
NJSLS A.SL3.	What is the difference between general, task and accent lighting?				
NJSLS A.SL4	How can accessories be attractively displayed?				
NJSLS A.SL5	What are the final five steps in developing a design plan?				
NJSLS A.SL6.	What are the advantages/disadvantages of computer-aided design?				
NJSLS A.L1	How can a design plan be implemented?				
NJSLS A.L2					

English Language Learner (ELL) Resources

- Learning style quiz for students- <http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>
- “Word clouds” from text that you provide-<http://www.wordle.net/>
- Bilingual website for students, parents and educators: <http://www.colorincolorado.org/>
- Learn a language for FREE-www.Duolingo.com
- Time on task for students-<http://www.online-stopwatch.com/>
- Differentiation activities for students based on their Lexile-www.Mobymax.com
- WIDA-<http://www.wida.us/>
- Everything ESL - <http://www.everythingESL.net>
- ELL Tool Box Suggestion Site<http://www.wallwisher.com/wall/elltoolbox>
- Hope4Education - <http://www.hope4education.com>
- Learning the Language <http://blogs.edweek.org/edweek/learning-the-language/>
- FLENJ (Foreign Language Educators of NJ) 'E-Verse' wiki: <http://www.flenj.org/Publications/?page=135>
- OELA - <http://www.ed.gov/offices/OBEMLA>
- New Jersey Department of Education- Bilingual Education information <http://www.state.nj.us/education/bilingual/>

Special Education Resources

- Animoto -Animoto provides tools for making videos by using animation to pull together a series of images and combining with audio. Animoto videos or presentations are easy to publish and share. <https://animoto.com>
- Bookbuilder -Use this site to create, share, publish, and read digital books that engage and support diverse learners according to their individual needs, interests, and skills. <http://bookbuilder.cast.org/>
- CAST -CAST is a non-profit research and development organization dedicated to Universal Design for Learning (UDL). UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences. <http://www.cast.org>
- CoSketch -CoSketch is a multi-user online whiteboard designed to give you the ability to quickly visualize and share your ideas as images. <http://www.cosketch.com/>
- Crayon -The Crayon.net site offers an electronic template for students to create their own newspapers. The site allows you to bring multiple sources together, thus creating an individualized and customized newspaper. <http://crayon.net/> Education Oasis -Education Oasis offers a collection of graphic organizers to help students organize and retain knowledge – cause and effect, character and story, compare and contrast, and more! <http://www.educationoasis.com/printables/graphic-organizers/>
- Edutopia -A comprehensive website and online community that increases knowledge, sharing, and adoption of what works in K-12

education. We emphasize core strategies: project-based learning, comprehensive assessment, integrated studies, social and emotional learning, educational leadership and teacher development, and technology integration. <http://www.edutopia.org/>

- Glogster -Glogster allows you to create "interactive posters" to communicate ideas. Students can embed media links, sound, and video, and then share their posters with friends. <http://edu.glogster.com/?ref=personal>
- Interactives – Elements of a Story -This interactive breaks down the important elements of a story. Students go through the series of steps for constructing a story including: Setting, Characters, Sequence, Exposition, Conflict, Climax, and Resolution.
<http://www.learner.org/interactives/story/index.html>
- National Writing Project (NWP) -Unique in breadth and scale, the NWP is a network of sites anchored at colleges and universities and serving teachers across disciplines and at all levels, early childhood through university. We provide professional development, develop resources, generate research, and act on knowledge to improve the teaching of writing and learning in schools and communities.
<http://www.nwp.org>
- Pacecar -Vocab Ahead offers videos that give an active demonstration of vocabulary with audio repeating the pronunciation, definition, various uses, and synonyms. Students can also go through flash cards which give a written definition and visual representation of the word.
<http://pacecar.missingmethod.com/>