

Housing/Interior Design Bundle 1

Essential Outcome: Students evaluate housing decisions in relation to available resources and options.			
Standards & Indicators: 5.1			
Declarative Knowledge (What they will know)		Procedural Knowledge (What they will do)	
Learning Goals	(What the students should be learning) 1. Explain how you interact with housing. 2. Identify how housing meets needs. 3. Compare housing needs with lifestyles.	Processes	(The actions the students will perform) <ul style="list-style-type: none">• Read text• Define vocabulary• Class discussion, overhead transparencies and PowerPoint materials• View videos
Organizing Ideas	(The Concepts taught) Housing needs throughout the lifecycle		
Details	(Activities or actions –write, use, identify) <ul style="list-style-type: none">• Identify housing needs• Identify lifestyles• Identify the lifecycle	Skills	(Applied knowledge the student will execute) <ul style="list-style-type: none">• Reading• Class discussion• Identification of needs and how housing meets needs• Identify what affects housing costs• List housing needs for each stage of the lifecycle
Vocabulary	(Words <u>essential</u> to this bundle) Family, lifestyles, personal priorities, near environment, environment, psychological needs, self-expression, life cycle, quality of life		
Quarter 1: 2 weeks			
Resources	(What materials do you use?) Text, video, workbook, class discussion, PowerPoint materials from text	Activities	(The actual assignments, projects, and learning activities you use to teach the bundle. Also, list the assessments for the Bundle here by Title) <ul style="list-style-type: none">• Read the chapter• Define vocabulary• Discuss how housing is used to satisfy human needs• Use Maslow’s hierarchy of human needs to identify housing needs• Identify how personal priorities affect lifestyles• Explain how housing costs influence housing options• Identifv types of households

Housing/Interior Design Bundle 2

Essential Outcome: Students apply Elements and Principles of Design to create an interior design.			
Standards & Indicators: 5.4			
Declarative Knowledge (What they will know)		Procedural Knowledge (What they will do)	
Learning Goals	(What the students should be learning) <ol style="list-style-type: none"> Students will be able to recognize the elements and principles of design. Apply the elements and principles of design to a project. 	Processes	(The actions the students will perform) <ul style="list-style-type: none"> Read text Define vocabulary Class discussion, overhead transparencies and PowerPoint materials View videos
Organizing Ideas	(The Concepts taught) <ul style="list-style-type: none"> Elements and principles of design 		
Details	(Activities or actions -write, use, identify) <ul style="list-style-type: none"> Identify the elements of design Identify the principles of design Apply elements and principles to a class project 	Skills	(Applied knowledge the student will execute) <ul style="list-style-type: none"> Read text Research Select examples from magazines or from computer research Compile a selection of examples showing the elements of design and the principles of design
Vocabulary	(Words essential to this bundle) Elements of design, principles of design, interior design, sample board, floor plan, rhythm, line, form, space, mass, texture, proportion, scale, emphasis, balance, color.		

Quarter 1: 3 weeks

Resources	(What Materials do you use?) Text, workbook, computer, overheads, power point, videos, poster board, markers, colored pencils, magazines, paint	Activities	(The actual assignments, projects, and learning activities you use to teach the bundle. Also, list the assessments for the Bundle here by Title) <ul style="list-style-type: none"> Read text Participate in class discussion Develop a notebook of elements of design and principles of design Create a color wheel View videos: Color in Everyday Life, The Elements of Design, The Principles of Design Test and quizzes over unit
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Housing/Interior Design Bundle 3

Essential Outcome: Students identify basic furniture styles and how they apply to various stages of the family life cycle.

Standards & Indicators 6.7

Declarative Knowledge (What they will know)		Procedural Knowledge (What they will do)	
Learning Goals	(What the students should be learning) 1. Students will be able to identify furniture styles. 2. Discuss the various stages of the family life cycle.	Processes	(The actions the students will perform) <ul style="list-style-type: none"> Read text Define vocabulary Class discussion, overhead transparencies and power point materials View videos
Organizing Ideas	(The Concepts taught) Furniture styles		
Details	(Activities or actions -write, use, identify) <ul style="list-style-type: none"> Identify stages of the family life cycle Identify furniture styles 	Skills	(Applied knowledge the student will execute) <ul style="list-style-type: none"> Read text Discuss Identify furniture styles Define terms related to furniture
Vocabulary	(Words essential to this bundle) Family life cycle, antiques, reproductions, case goods, collectibles, wood grain, deciduous, coniferous, veneered wood, dovetail joint, tongue-and-groove joint, butt joint, coil springs		

Quarter 1: 1.5 weeks

Resources	(What Materials do you use?) Text, overheads and PowerPoint, furniture samples, video: Furniture Styles, Furniture Refinishing,	Activities	(The actual assignments, projects, and learning activities you use to teach the bundle. Also, list the assessments for the Bundle here by Title) <ul style="list-style-type: none"> Read chapter View videos Looking at classroom samples identify joints and other aspects of quality furniture Create lists of furniture needed for each stage of the life cycle. Using handout identify furniture styles from various periods List characteristics of period antiques Using the six categories of materials used in furniture production list as many furniture pieces as possible for each Identify wood joints and match them to their descriptions Test over unit
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Housing/Interior Design Bundle 4

Essential Outcome: Students identify basic construction materials used in housing.

Standards & Indicators: 5.2

Declarative Knowledge (What they will know)		Procedural Knowledge (What they will do)	
Learning Goals	(What the students should be learning) <ol style="list-style-type: none"> Students will be able to list the basic construction materials used in housing. Explain the difference between natural and man made materials. 	Processes	(The actions the students will perform) <ul style="list-style-type: none"> Read text Define vocabulary Class discussion, overhead transparencies and PowerPoint materials View videos
Organizing Ideas	(The Concepts taught) Construction materials		
Details	(Activities or actions -write, use, identify) <ul style="list-style-type: none"> Identify materials used in housing construction Identify advantages and disadvantages of construction materials 	Skills	(Applied knowledge the student will execute) <ul style="list-style-type: none"> Read text Discuss Identify building materials Define construction terms
Vocabulary	(Words essential to this bundle) Foundation, footing, concrete, frost line, sill plate, anchor bolt, joist, girder, sub-flooring, stud, header, rafter, masonry, siding, brick, natural stone, shingle, flashing, gutter, downspout		

Quarter 2: 2 weeks

Resources	(What Materials do you use?) Text, PowerPoints, overheads, actual, building materials, workbook, computer, video.	Activities	(The actual assignments, projects, and learning activities you use to teach the bundle. Also, list the assessments for the Bundle here by Title) <ul style="list-style-type: none"> Read text Define construction terms Complete chart of construction materials including the advantages and disadvantages of each Using the illustration of foundations and framings correctly label each material Identify window and door examples appropriate for various housing examples View videos and PowerPoint materials Research a list of building materials you might use to build a house in the Midwest Test over unit
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Housing/Interior Design Bundle 5

Essential Outcome: Students demonstrate design ideas through visual presentation and blueprint reading and space planning skills required for housing interiors.

Standards & Indicators: 6.4

Declarative Knowledge (What they will know)		Procedural Knowledge (What they will do)	
Learning Goals	(What the students should be learning) <ol style="list-style-type: none"> Students will be able to interpret architectural drawings. Describe how computers can assist in understanding house plans. Organize space by grouping rooms according to function. Plan safe and convenient traffic patterns. 	Processes	(The actions the students will perform) <ul style="list-style-type: none"> Read text Define vocabulary Class discussion, overhead transparencies and PowerPoint materials View videos Use graph paper to draw designs
Organizing Ideas	(The Concepts taught) <ul style="list-style-type: none"> Blueprint reading and usage of space 		
Details	(Activities or actions -write, use, identify) <ul style="list-style-type: none"> Identify blueprint symbols Evaluate use of space 	Skills	(Applied knowledge the student will execute) <ul style="list-style-type: none"> Read text Discuss Identify blueprint symbols Define design terms
Vocabulary	(Words essential to this bundle) Architectural drawings, specifications, print, alphabet of lines, symbols, floor plan, exterior elevation, model, quiet area, multipurpose room, work triangle, social area, alcove, traffic patterns, storage		

Quarter 2: 3 weeks

Resources	(What Materials do you use?) Text, computer, power points, overheads, magazines, workbook, graph paper, rulers, pencils, templates	Activities	(The actual assignments, projects, and learning activities you use to teach the bundle. Also, list the assessments for the Bundle here by Title) <ul style="list-style-type: none"> Using text identify blueprint symbols Given dimensions and graph paper draw various scale drawings Add blueprint symbols to drawings Identify traffic patterns in various room designs Draw a floor plan for three different kitchen designs, show the work triangle Determine storage needs for families at various stages of the life cycle and design a closet for two different rooms Complete floor plan evaluation - this will be the assessment tool for this unit
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Housing/Interior Design Bundle 6

Essential Outcome: Students assess individuals, and family needs, goals and resources in planning housing, interiors and furnishings.			
Standards & Indicators: 3.1			
Declarative Knowledge (What they will know)		Procedural Knowledge (What they will do)	
Learning Goals	(What the students should be learning) <ol style="list-style-type: none"> Students will be able to arrange furniture on a floor plan to accommodate family needs. List factors to consider when arranging furniture. 	Processes	(The actions the students will perform) <ul style="list-style-type: none"> Read text Define vocabulary Class discussion, overhead transparencies and PowerPoint materials View videos Use graph paper to draw designs Use templates to arrange furniture
Organizing Ideas	(The Concepts taught) <ul style="list-style-type: none"> Furniture arrangement to meet family needs 		
Details	(Activities or actions –write, use, identify) <ul style="list-style-type: none"> Identify factors to consider when arranging furniture Use template to create workable furniture arrangements 	Skills	(Applied knowledge the student will execute) <ul style="list-style-type: none"> Read text Discuss Identify family needs throughout the life cycle Arrange furniture templates to complete assignments
Vocabulary	(Words essential to this bundle) Space, scale floor plan, template, wall elevation, clearance space, sample board, multipurpose furniture		

Quarter 2: 2 weeks

Resources	(What Materials do you use?) Text, computer, workbook, graph paper, templates, magazines, pencils, rulers, video: Room Arrangement Do's and Don'ts	Activities	(The actual assignments, projects, and learning activities you use to teach the bundle. Also, list the assessments for the Bundle here by Title) <ul style="list-style-type: none"> Read text Define terms Draw assignments using graph paper and pencils Using templates arrange furniture for three bedrooms at various stages of the life cycle Arrange furniture for a family room with family members at various stages of the life cycle Floor plan evaluations- assessment for this unit
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Housing/Interior Design Bundle 7

Essential Outcome: Students identify basic housing styles and how they apply to various stages of the family life cycle.

Standards & Indicators: 6.7

Declarative Knowledge (What they will know)		Procedural Knowledge (What they will do)	
Learning Goals	(What the students should be learning) <ol style="list-style-type: none"> Exterior housing styles. Current trends in housing. 	Processes	(The actions the students will perform) <ul style="list-style-type: none"> Read text Define vocabulary Class discussion, overhead transparencies and PowerPoint materials View videos
Organizing Ideas	(The Concepts taught) <ul style="list-style-type: none"> Housing styles 		
Details	(Activities or actions –write, use, identify) <ul style="list-style-type: none"> Identify housing styles Identify current trends in housing 	Skills	(Applied knowledge the student will execute) <ul style="list-style-type: none"> Read text Discuss Identify family needs throughout the life cycle Match housing styles to proper name Create housing styles using play dough
Vocabulary	(Words essential to this bundle) Traditional, classic, Spanish, German, early English Tudor, Cape Cod, Saltbox, Garrison, Dutch Colonial, French Provincial Georgian, hip roof, Greek revival, Victorian, Bungalow, ranch, solar, earth-shelter		

Quarter 2: 2 weeks

Resources	(What Materials do you use?) Text, workbook, computer, PowerPoint, pictures, overheads, magazines, play dough, video: Housing Styles	Activities	(The actual assignments, projects, and learning activities you use to teach the bundle. Also, list the assessments for the Bundle here by Title) <ul style="list-style-type: none"> Read text Define vocabulary Using pictures identify roof styles View PowerPoint presentation of housing styles Use workbook to review housing styles List six main styles and the characteristics of each Using magazines find examples of housing style, mount on paper and create a notebook Complete Origin and Style assignment Complete word puzzle of evolution of exteriors With a partner create an assigned housing style using play dough; explain your design to the class Written test over unit.
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