

**Bloomfield Public Schools
Bloomfield, New Jersey 07003**

Curriculum Guide

Interior Design I, II, III, IV

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INTERIOR DESIGN CURRICULUM- LEVELS I. II. III, IV

5 Credits

Interior Design class will provide skills and background on both architecture, the design of living space and interior decorating and product development for interiors. The architecture component integrates problem-solving and design theory with skill development for professional practice. By means of sketches, drawings, CAD applications, and model construction, students plan, design, and detail interior space. Instruction is based on the principle that expert craftsmanship and imaginative conceptual thinking are vital to successful designs, sketches, renderings, traditional and contemporary illustrations, and model construction. All levels of the course are taught in the same class setting. The goals described are differentiated by the progress of the individual student. This also gives the students an opportunity to focus on a specific aspect of interior design in advanced levels.

Student Outcomes

Technology 8.1, 8.2

21st Century Life and Career 9.1A, 9.2ABCDF

- A. Demonstrate an understanding of careers related to the study of interior design and architecture
- B. Demonstrate an understanding of the process needed to make informed decisions as consumers.
- C. Demonstrate an understanding of the impact and consequences of CAD in design.
- D. Demonstrate an understanding of all areas of course content and apply that skill to the creative solution of problems related to architectural and interior design.
- E. Demonstrate an understanding of resources, processes, and outputs and their interrelationships within technological systems.
- F. Apply the concepts of mathematics, science, social studies, language arts, humanities, and the arts in the context of architectural design, product design, CAD, and computer graphics technology.
- G. Participate successfully in meaningful, hands-on activities, including CAD, sketching, drafting, and model construction.
- H. Develop the attitude and skills needed to keep pace with a rapidly changing society.
- I. To realize that education is a life-long process.

INTERIOR DESIGN CURRICULUM- LEVELS I. II. III, IV

Goal 1: Basic Understanding

Technology & Career Standard	Objective (SWBAT)	Suggested Activity	Resources and Instructional Strategies	Assessment (of the objective)
9.2.A.3	1a. Understand where you live -Single family -Multiple family	1a. Using circles, students draw the layout of the first floor of where they live. -If there is a second floor that is drawn also: -Label each room	1a. Sample sheet-showing how circles are drawn -Text: Homes: <u>Today and Tomorrow</u> -Sample layout	1a. Students will complete a room and floor layout with accuracy, neatness, and proper labeling.
9.2.C.1	1b. Describe the furniture, colors, window coverings, floors, lighting, and accessories in your bedroom and living room.	1b. Using their memory of their space, complete questionnaire. -Discuss color selection and accessorizing -Select & mount pictures representing personal colors & accessories.	1b. Teacher prepared questionnaire -Class discussion on accessorizing and color selection -Involvement activities: Picture selection and mounting	1b. Submit a completed "personal space" questionnaire and participate in class activities.
9.2.A.2	c. Describe what the word "Home" means to you.	1c. In a short essay, students complete assignment on, "What the word "home" means to you."	1c. Writing assignment	1c. Submit an essay.
9.2.A.1 9.2.B.1	1d. Describe the way your home affects your behavior & values. -Life cycles -Housing needs	1d. List areas where different activities are allowed to take place. -State ways to make your home more flexible to your needs. -Collect pictures that represent the kind of housing you wish to live in at the age of 21, 41, and 71.	1d. Worksheet-"Your Home Environment" -Complete questions-Chapter 1 Textbook-Homes: <u>Today and Tomorrow</u> -Media Center -Magazines, newspaper real estate ads, travel brochures, etc.	1d. Completed worksheets -Achieve a minimum of 65% accuracy on a teacher prepared test.
9.1.A.1 9.1.A.2 9.1.A.3	1e. Identify careers and lifelong opportunities for the field of Interior Design.	1e. Media Center visit to research careers and education needed for career plan	1e. BHS Media Center specialist presentation -Internet sites -NJIN	1e. Teacher observation of student participation and submitted research for notebook check

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Goal 2: Understanding Maslow's Theories

Technology & Career Standard	Objective (SWBAT)	Suggested Activity	Resources and Instructional Strategies	Assessment (of the objective)
9.2.B.1	2a. Define Maslow's Hierarchy of needs.	2a. Complete chapter worksheets related to Maslow's Hierarchy of needs.	2a. Text: <u>Homes Today and Tomorrow</u> Read chapter 1 – Human Needs and Housing p.4	2a. Quiz on Chapter 1 -Completed worksheets
	2b. Identify five basic physical needs that housing satisfies.	2b. Fill in pyramid with psychological requirements. -Safety requirements -Love & belonging -Esteem -Self actualization	2b. Handout: -Maslow's Hierarchy of needs -Pyramid worksheet	2b. Complete all teacher prepared handouts.
	2c. Identify four basic psychological needs that housing satisfies.	2c. Discussion of needs	2c. Class discussion	2c. Participation in class discussion
9.2.A.1	2d. Relate information on wants and needs to the housing evolution.	2d. Lecture on the housing boom after WWII -Take notes and add to notebook.	2d. Teacher and textbook	2d. Class participation -Weekly notebook check

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Goal 3: Floor Plans and Symbols

Technology & Career Standard	Objective (SWBAT)	Suggested Activity	Resources and Instructional Strategies	Assessment (of the objective)
9.2.A.3	3a. Define what a floor plan is and why it is used.	3a. Write definition into notes -List items on a floor plan -Lecture & discussion	3a. Text – glossary -Complete questions on worksheet	3a. Weekly submission of notebook -Lecture notes -Definitions
9.2.A.3	3b. Create a basic floor plan with only the architectural features and using proper symbols.	3b. Each student works with graph paper -A specific size rectangle is drawn as a room -Interior and exterior walls are drawn in -Windows are placed -Doors are placed -Closets are placed -Entranceways	3b. Text: Floor Plan Symbols -Common blueprint symbols -BHS Media Center c/o research examples of blueprints	3b. Completed floor plans done with proper symbols
9.2.A.3	3c. Identify and describe the floor plan & zones.	3c. Discuss, then list, the zones & rooms in each -Private/quiet -Service or work -Social	3c. Worksheet -“Floor Plan Evaluation” -Text: Chapter 19- Complete teacher worksheet -Class discussion	3c. Participation in class discussion
9.1.B.2 9.2.A.3	3d. Explain the importance of considering residents’ needs and wants, when creating a floor plan layout.	3d. Given a family profile, students will evaluate floor plans and decide which plan is best for the family situation.	3d. Worksheet “Study of Room Arrangement Related to Family Needs”	3d. Complete mini project with floor plan selection and justification for why the plan was chosen.
9.2.A.3	3e. Draw a basic floor plan.	3e. Using graph paper, students will: -Follow directions stated and complete a basic room floor plan – with basic architectural symbols.	3e. Use instruction sheet “Floor Plan Symbols”-Text page 194 -BHS Media Center -Computer lab (Vectorworks)	3e. Assess for proper placements -Floor plans test passed with a minimum of 65% accuracy

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Goal 4: Elements of Design

Technology & Career Standard	Objective (SWBAT)	Suggested Activity	Resources and Instructional Strategies	Assessment (of the objective)
9.1.B.2	4a. Identify the elements of good design.	4a. List the elements: -Space -Line -Form -Texture -Color -Complete chapter worksheet	4a. Text: Chapter 13 p. 255- “The Elements of Design” -Outline -Teacher prepared worksheets	4a. Submission of completed chapter outline and worksheets
9.1.B.2 9.2.A.1	4b. Describe how space is used as a design element and the feeling space conveys.	4b. Interpret the differences between positive space and negative space and give examples. -a little person in a big cathedral -a large chair in a small room	4b. Classroom space -The Four Elements of Design Video (note-taking)	4b. Completed video summary form
	4c. Identify the different types of line used in design. -Vertical -Horizontal -Diagonal	4c. Given a drawing of a kitchen, discuss the variety of lines utilized, the most predominate lines, and how they draw the eye.	4c. Class discussion -Group share -Class share -Optical illusion handout	4c. Participation in class discussion -Class test
9.1.B.4	4d. Illustrate a dominate line using pictures.	4d. Collect room photos & pictures showing different types of line design. -Mount pictures -Label	4d. Classroom resources such as magazines, posters	4d. Completed “line” mini project

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Goal 4: Elements of Design

Technology & Career Standard	Objective (SWBAT)	Suggested Activity	Resources and Instructional Strategies	Assessment (of the objective)
9.1.B.4	4e. Define form and how it can be used effectively	4e. Class debate: "In good design, form follows function." -Assign students to represent pros & cons	4e. Text- <u>Homes: Today and Tomorrow</u>	4e. Debate performance justified with specific examples to support opinions.
9.1.A.2	4f. Define texture and describe the ways it is used to create effects & variety.	4f. Answer textbook questions "Build Your Understanding" at end of chapter.	4f. Text- <u>Homes: Today and Tomorrow</u>	4f. Completed textbook questions
9.1.B.4	4g. Describe the classroom in terms of space, line, form, and texture.	4g. Survey the classroom; prepare a brief report of findings; share with class.	4g. Class discussion	4g. Participation in class discussion & submission of classroom survey
	4h. Prepare a display of items with as many different textures as you can find. Label each by describing visual texture and feel.	4h. Students will create texture display boards.	4h. Classroom periodicals	4h. Texture display project done thoroughly and attractively

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Goal 5: Principals of Design

Technology & Career Standard	Objective (SWBAT)	Suggested Activity	Resources and Instructional Strategies	Assessment (of the objective)
9.1.A.3 9.2.A.1	5a. Identify the principles of good design.	5a. Using “design flash cards” students will list the feels each conveys. -Discuss results – are they less than ideal? -Determine solutions for improvement.	5a. Teacher prepared flash cards	5a. Participation in class activity
9.2.A.1	5b. Describe and give examples of good proportion in design.	5b. Lecture on the ratio of the most satisfying proportion -Note taking	5b. Teacher lecture class notes “The Golden Rule”	5b. Weekly notebook check
9.2.A.1	5c. Describe scale and the way it is used in design.	5c. Write an essay on the challenge of a child’s room with regard to scale.	5c. Textbook: <u>Homes: Today and Tomorrow</u>	5c. Submission of a typed essay with good grammatical usage
9.1.B.4	5d. Identify and describe two types of balance.	5d. Write the words symmetrical and asymmetrical on the board. Students will take turns writing as many words as possible to describe them.	5d. Textbook: <u>“Principles of Design”</u> chapter	5d. Participation in class activity
9.1.B.2 9.1.B.4	5e. Explain how rhythm and emphasis are used to guide focus.	5e. Discuss the use of rhythm & emphasis used in the school. -In-school field trip to observe old & new construction	5e. Class discussion	5e. Participation in class activity
9.2.A.1	5f. Explain the importance of unity and variety in good design.	5f. Students will list two examples of ways that interior & exterior designs can be unified & justify examples.	5f. Written response to teacher prepared activity	5f. Completed justification with examples

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Goal 6: The Role of Color

Technology & Career Standard	Objective (SWBAT)	Suggested Activity	Resources and Instructional Strategies	Assessment (of the objective)
9.1.B.2	6a. Describe common color associations and colors effect on mood.	6a. Each student selects two color swatches and identifies moods related to each one; share with class.	6a. Teacher prepared color swatches -Text chapter on "Color"	6a. Participation in class activity
	6b. Explain how color is produced.	6b. Class demonstration using a prism held to the light; class lecture	6b. Teacher prepared lecture; student note taking	6b. Weekly notebook check
	6c. Identify and use accurately the vocabulary of color.	6c. Crossword puzzle using the vocabulary of color	6c. Teacher prepared crossword puzzle or Internet source	6c. Completed crossword puzzle
9.1.A.2	6d. Make a color wheel and use one to demonstrate three kinds of color schemes.	6d. Given a blank color wheel, students will use paints, crayons, markers, or colored pencils to fill in the wheel & label.	6d. Teacher prepared worksheet – Lecture on primary, secondary, and tertiary colors	6d. Completed color wheel worksheet w/100% accuracy
9.1.B.2	6e. Explain how a color scheme is developed.	6e. Color scheme mini project- Given three rooms, the students will describe the uses, each room's characteristics, and select the appropriate colors for the color scheme. -When complete, class will discuss which color schemes have longevity and which do not.	6e. Teacher prepared poster of three rooms for mini project -Class work or mini project -Class discussion	6e. Completed mini project -Unit test

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Goal 7: Construction Basics: Roofs, Windows, Doors

Technology & Career Standard	Objective (SWBAT)	Suggested Activity	Resources and Instructional Strategies	Assessment (of the objective)
9.1.A.5 2.1.B.2	7a. Describe types of roofing materials and the pros & cons of each.	7a. Complete a case study in which the student selects the roofing material for a family building a new home; justify selection.	7a. Teacher prepared case study -Class lecture -Textbook	7a. Case study completed on time with selection justifications
9.1.A.1 9.1.B.2	7b. Identify the three main parts of a window. -sash -frame -lights	7b. Given a window illustration, label all window parts.	7b. Teacher prepared worksheet	7b. Completed worksheet with labels
9.2.A.1	7c. Compare and contrast types of glass. -insulating -tempered -solar, etc.	7c. Collect advertisements from local newspapers and compare window types & cost and prepare a display.	7c. Newspapers, circulars, etc.	7c. Advertisement display board done neatly
9.1.A.1	7d. Identify types of doors and the features to look for when purchasing.	7d. Draw an example of both a left-hand and right-hand door. Show hinges, doorknob, and arrows for direction (in/out).	7d. Sample brochures from building supply stores	7d. Performance on test with a minimum achievement of 65%

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Goal 8: Elevations and Outside Recognitions

Technology & Career Standard	Objective (SWBAT)	Suggested Activity	Resources and Instructional Strategies	Assessment (of the objective)
9.1.B.4	8a. Define elevation and why it is used.	8a. Write definition of elevation in notes. -List items on sample elevation	8a. Teacher prepared worksheets -Textbook	8a. Weekly notebook check
9.1.B.2	8b. Define terminology related to outside recognitions. -grade -balcony -pediment -cornice -louvers -porch -terrace -portico	8b. Complete matching assignment of definitions to word bank list.	8b. Teacher prepared worksheets -Textbook glossary	8b. Grade of 70% or better on vocabulary quiz
	8c. Differentiate types of columns. -Ionic -Doric -Corinthian	8c. Take notes on column illustration sheet.	8c. Teacher prepared worksheets -Textbook glossary	8c. Weekly notebook check

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Goal 9: Housing Evolution

Technology & Career Standard	Objective (SWBAT)	Suggested Activity	Resources and Instructional Strategies	Assessment (of the objective)
9.1.B.2	9a. Explain how Native American housing was influenced by culture and environment.	9a. Write a brief description of Native American housing cultural and environmental influences.	9a. Textbook: <u>Homes: Today and Tomorrow</u> -Internet search	9a. Weekly notebook check
	9b. Give examples of the primitive dwellings used by the early colonists.	9b. Discuss how new colonists were able to develop styles that Native Americans had never used.	9b. Teacher lecture -Note-taking	9b. Weekly notebook check
	9c. Discuss the environmental factors that influenced colonial housing.	9c. Visit the BHS Media Center and compare environmental factors effecting Native Americans & early colonists.	9c. BHS Media Center -Teacher prepared worksheet	9c. Completed worksheet
9.1.B.2	9d. Identify and describe characteristics of early English, German & Dutch, Swedish, Spanish, and French homes.	9d. Create a chart test describing housing characteristics seen in early English, German & Dutch, Swedish, Spanish & French styles.	9d. Teacher lecture -Textbook	9d. Completed chart
9.1.B.2	9e. Recognize the distinctive features of a house.	9e. Trace illustrations of houses & label their features.	9e. Textbook illustrations	9e. Weekly notebook check -Performance on a unit test

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Goal 10: Choosing a place to live

Technology & Career Standard	Objective (SWBAT)	Suggested Activity	Resources and Instructional Strategies	Assessment (of the objective)
9.2.A.1	10a. List factors that influence your decision about “where to live.”	10a. Write a one-page essay describing the neighborhood in which most like to live. Explain why you chose it.	10a. Textbook: Homes: Today and Tomorrow	10a. Completed essay with good composition of grammar usage
9.2.A.3	10b. Compare single family & multi-family dwellings including advantages & disadvantages.	10b. Complete a checklist that includes features to investigate when comparing single & multi-family dwellings.	10b. Guest speaker from Town Zoning Dept. -Regulations that apply to homes in the municipality	10b. Completed guest speaker summary form
9.2.A.1	10c. Recognize the different types of dwellings and their characteristics.	10c. Create a chart describing the characteristics of dwellings.	10c. Teacher lecture -Textbook	10c. Completed dwelling chart
9.1.B.2 9.2.A.1 9.2.A.5	10d. Conduct a study of the housing in the community of Bloomfield.	10d. Unit project: (Answer) 1. Where is industry located and why? 2. What is the trend of growth in the community? Where is the growth or decline? 3. Where are new homes being built? 4. What neighborhood offers the best conditions for a growing family? A retired couple? A college student?	10d. -Real Estate Firms -Chamber of Commerce -Historical Society -Local newspapers	10d. A five-page minimum, typed report with recommendations for improving housing in Bloomfield

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Goal 11: Buy, Rent, or Build

Technology & Career Standard	Objective (SWBAT)	Suggested Activity	Resources and Instructional Strategies	Assessment (of the objective)
9.1.B.2 9.2.E.2 9.2.E.3	11a. Analyze the factors that should be considered when deciding to buy, rent or build a home.	11a. Compare the financial commitments of buying, building or renting a home by preparing a classroom bulletin board.	11a. Brochures collected from realtors, builders, etc.	11a. Aesthetically pleasing bulletin board display with contributions from each student
9.1.B.2 9.2.A.1	11b. Explain the differences between a development house vs a prefabricated house and a cooperative apartment vs a condominium.	11b. Worksheet on housing options	11b. Teacher prepared worksheets	11b. Completed worksheets
9.2.A.1	11c. Identify and describe the three basic rental housing options. -Public -Subsidized -Non-subsidized	11c. Write an essay on the type of rental unit you would most like to live in.	11c. Textbook: <u>Homes: Today and Tomorrow</u>	11c. ????????????????????
9.2.E.2 9.2.E.3 9.2.E.4 9.2.E.6	11d. Identify sources of information about rental housing.	11d. Translate the abbreviation found in 5 real estate classified ads.	11d. Worksheet on common abbreviations in real estate ads -Local newspaper	11d. Completed worksheets
9.2.E.4 9.2.E.6	11e. Analyze the features and conditions of a rental agreement or lease. -Verbal -Written -Lease	11e. Given examples of each agreement and practice filling them out.	11e. Guest speaker -Real estate agent	11e. Collection of rental agreements added to notebook

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Goal 12: Furniture Design

Technology & Career Standard	Objective (SWBAT)	Suggested Activity	Resources and Instructional Strategies	Assessment (of the objective)
9.1.B.2	12a. Explain why furniture designs have changed throughout history.	12a. Class lecture and textbook readings	12a. Lecture – Chapter reading assignment	12a. Question/answer activity in class
9.1.B.2	12b. Identify characteristics of furniture styles that are categorized by design periods. -Pilgrim period -Queen Anne -Chippendale -Classical -Etc.	12b. Trace the various furniture styles and list their characteristics on a worksheet. -Prepare a pamphlet entitled “How to Recognize Furniture Styles.” List all the styles with a checklist for major features.	12b. Teacher prepared worksheets -Magazine articles -Textbook	12b. Neatly traced illustrations with proper labeling of characteristics -Attractively prepared pamphlet
	12c. Differentiate between French and English styles.	12c. Using the board, students will list the characteristics of each style.	12c. Teacher guidance -Textbook	12c. Participation in class activity
	12d. Identify Victorian and Modern styles and their descriptive terms.	12d. Written description of each style in terms of the basic elements of design	12d. Textbook -Magazine articles	12d. Written explanations

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Goal 12: Furniture Design

Technology & Career Standard	Objective (SWBAT)	Suggested Activity	Resources and Instructional Strategies	Assessment (of the objective)
9.1.B.2 9.2.B.2	12e. Describe the types of furniture choices available to today's buyer.	12e. Class discussion on which recently developed furniture styles will last more than 10 to 20 years. Which recent styles are likely to be forgotten? Explain	12e. Guest speaker-Interior designer, Castleton Furniture	12e. Completed guest speaker summary form
9.2.A.1 9.2.B.2	12f. Imagine oneself in the year 2050 and design a piece of furniture taking into account time, function, and design.	12f. Draw a piece of furniture one would find in the year 2050. Sketch and color the design.	12f. Internet search -Magazines and trade books	12f. Completed sketch
	12g. State distinguishing characteristics of tables, chairs, and sofas.	12g. Gather, 3 each, examples of tables, chairs, and sofas on the market today. Describe their features orally.	12g. Sample illustrations with oral descriptions presented to class	12g. Participation in class assignment

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Goal 13: Developing a Design Plan

Technology & Career Standard	Objective (SWBAT)	Suggested Activity	Resources and Instructional Strategies	Assessment (of the objective)
9.2.A.1 9.2.E.6	13a. Explain the importance of considering residents' needs and wants during the creation of a design plan.	13a. Pretend to be a builder and evaluate a floor plan for a friend who has a daughter, 13, and a son, 16.	13a. Teacher prepared cast study	13a. – 13d. Thoroughly prepared case study incorporating: -Well-defined zones -Space for zones -Traffic patterns -Private spaces -Short- comings of plan
9.1.B.2 9.2.A.1	13b. Identify and describe three principal space zones.	13b. Case study	13b. Teacher prepared case study	
9.2.A.1	13c. Explain how space in a home can be used efficiently.	13c. Case study	13c. Teacher prepared case study	
	13d. Describe the steps in the design process.	13d. Cast study	13d. Teacher prepared case study	
9.1.B.2 9.2.A.1	13e. Describe how a theme effects the creation of a unified, effective design plan	13e. Develop three examples of themes around which a room could be based. Describe the ways in which you would use this theme when selecting colors, backgrounds & furnishings.	13e. Teacher prepared worksheet of three theme examples	13e. Completed theme worksheet
9.1.B.2 9.2.A.1	13f. Describe how to make a floor plan and arrange furniture.	13f. Use graph paper to make a scale drawing of a living room and dining room. -Use correct blueprint symbols -Make templates of at least five different pieces of furniture you wish to use. -Draw room dimensions -Place selected furniture -Add traffic patterns -Add color	13f. Teacher designed mini-project -Textbook: <u>Homes: Today and Tomorrow</u>	13f. Completed mini-project meeting all assignment objectives

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Goal 14: Floral Arranging

Technology & Career Standard	Objective (SWBAT)	Suggested Activity	Resources and Instructional Strategies	Assessment (of the objective)
9.1.B.2	14a. State the basic forms of floral arrangements.	14a. Read handouts -Teacher lecture	14a. Teacher lecture & prepared handouts	14a. Question and answer activity
9.1.B.2	14b. List the design rules followed by florists.	14b. Presentation and demonstration by guest speaker -Student note-taking	14b. Guest speaker – local florist	14b. Completed guest speaker summary form
9.2.A.2	14c. Create a basic design using: -Balance -Proportion -Color	14c. Students will create a floral arrangement with silk flowers of their choice. -Prepare sketch -List supplies needed -Create arrangement	14c. Local craft stores	14c. Completed floral design

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Goal 15: Kitchens

Technology & Career Standard	Objective (SWBAT)	Suggested Activity	Resources and Instructional Strategies	Assessment (of the objective)
9.1.B.2 9.2.A.3	15a. Identify and describe four basic kitchen layouts.	15a. Class assignment: -Worksheet: "Layouts-one-wall, corridor, L-shaped, U-shaped"	15a. Textbook -Worksheet - <u>Homes: Today and Tomorrow</u>	15a. Completed "Kitchen Layouts" -Worksheet
9.2.A.1	15b. Describe how a kitchen should be organized into distinct work centers.	15b. Make a list of four common tasks that require specific work centers: share with class	15b. Class discussion and writing on board	15b. Participation in class activity
9.2.A.1	15c. Identify common materials for kitchen cabinets, countertops, and sinks.	15c. Teacher demonstration of sample materials and guest lecturer	15c. Kitchen samples -Guest speaker: Kitchen re-modeler	15c. Weekly notebook check and completed guest speaker summary form
9.1.B.2	15d. Describe the features of major kitchen appliances and identify energy-efficient and safe models.	15d. Collect kitchen appliance brochures and share with cooperative learning group; present to class.	15d. Cooperative learning groups -Oral presentations	15d. Participation in group roles and class activities
9.1.B	15e. Describe the steps to be followed when planning to remodel a kitchen.	15e. Read "The Remodeling Project" and create a checklist based on the steps described.	15e. Textbook -Cast study	15e. Completed "remodeling Checklist"

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Goal 15: Kitchens

Technology & Career Standard	Objective (SWBAT)	Suggested Activity	Resources and Instructional Strategies	Assessment (of the objective)
9.1.B.2 9.2.A.3 9.2.A.5	15f. Design a kitchen using all information acquired to achieve an efficient, practical kitchen.	15f. Prepare a kitchen following required project criteria: -Create plan -Define special needs -Prepare solutions -Include -eating area -two inside doors -one exit door (outside) -work triangle -Justify plan -Explain purpose of work centers -Draft practice sheets of planned elevation -Complete elevations of all walls -Identify proper numbering according to storage sheets -Color code as per directions -Place traffic patterns to show proper flow -Written justification of all choices -Self-evaluation -Mount and label samples -Class presentation -Class opinions -Grade	15f. Assignment sheet identifying necessary requirements	15f. Completed kitchen project meeting all written requirements

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Goal 16: Landscaping

Technology & Career Standard	Objective (SWBAT)	Suggested Activity	Resources and Instructional Strategies	Assessment (of the objective)
9.1.B.2 9.2.A.1 9.2.E.6	16a. Explain the interdependence between housing and the environment.	16a. Worksheet assignment on topographic features and the housing site -Characteristics of the housing site	16a. Textbook-worksheet -Cooperative learning	16a. Completed topography worksheet
9.1.B.2 9.2.A.1 9.2.E.6	16b. Relate the elements and principles of design to landscaping.	16b. Prepare samples of well-planned, aesthetically pleasing gardens & grounds.	16b. Gardening magazines -Symbol worksheet	16b. Sample board submission
9.2.A.2	16c. Design a yard according to a specific set of requirements.	16c. Create a landscaping design that includes: -Labeled activity areas -Walkways, fences, paths, and gardens -External structures such as pool, patio, gazebo or barbeque	16c. Teacher prepared landscaping project requirements	16c. Completed landscaping project meeting all written requirements

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Goal 17: Wall Coverings

Technology & Career Standard	Objective (SWBAT)	Suggested Activity	Resources and Instructional Strategies	Assessment (of the objective)
9.1.B.2	17a. List the various types of wallpaper -Vinyl -Pre-pasted -Foil -Embossed -Fabrics -Natural fibers	17a. Teacher demonstration and lecture -Effect of wallpaper on design -Application and removal	17a. -Local paint store -Wallpaper books and instruction sheets -Internet search	17a. Participation in class activities
9.1.B.2	17b. Describe the types of paint & techniques -Alkyd -Latex -Sponging -Antiquing -Marbling, etc.	17b. Survey your home and ask parents about wall covering selections; complete questionnaire; share findings with class.	17b. -Parent interviews -Teacher prepared worksheet -Sample paint techniques	17b. Completed questionnaire and participation in class discussion
9.1.B.2	17c. Identify places where specific wall coverings are best suited.	17c. Worksheet on wall covering selection and considerations	17c. Teacher prepared worksheet	17c. Completed worksheet
9.2.A.2	17d. Complete a given room with wallpaper & paint.	17d. Prepare a room with selections of wallpaper and paint and provide samples.	17d. Mini project	17d. Completed wall covering mini project

INTERIOR DESIGN CURRICULUM- LEVELS I. II. III, IV

Goal 18: Table Setting

Technology & Career Standard	Objective (SWBAT)	Suggested Activity	Resources and Instructional Strategies	Assessment (of the objective)
9.1.B.2	18a. Differentiate between classic, country, contemporary, informal and formal designs.	18a. Collect pictures of each kind of table setting. -Mount pictures on poster board -Label all designs	18a. -Home design magazines -BHS Medic Center -Class resources	18a. Table-setting design board submission
9.2.A.2	18b. Draw a place-setting for a specific occasion and meal.	18b. Create a place-setting for a: -Seven course, formal meal -Three course, informal meal	18b. -Home design magazines -BHS Medic Center -Class resources	18b. Table-setting design board submission
9.1.B.2	18c. Distinguish between centerpieces for formal and informal occasions.	18c. Decide upon a special event and design a centerpiece for: -Buffet table -Sit down dinner -Outdoor meal	18c. -Cookbooks -Meal planning magazines -Home and garden magazines	18c. Completed centerpiece design

Goal 19: Wiring

INTERIOR DESIGN CURRICULUM- LEVELS I. II. III, IV

Technology & Career Standard	Objective (SWBAT)	Suggested Activity	Resources and Instructional Strategies	Assessment (of the objective)
8.2.C.2 9.1.B.2	19a. Describe types of controls in a circuit panel box. -fuses -breakers	19a. Teacher lecture and demonstration distinguishing between fuses and breakers	19a. Textbook: <u>Homes: Today and Tomorrow</u>	19a. Written assessment
8.2.A.1 8.2.A.3	19b. Identify safety standards and precautions required for house wiring installations.	19b. Presentation of guest speaker from municipality or Housing Authority -Create a poster that encourages electrical safety	19b. Guest speaker: -Housing Authority representative -Building inspector -National Electrical Code	19b. Completed guest speaker summary form; completed poster
8.2.B.1	19c. Explain what determines the number of circuits in a panel box.	19c. Guest speaker: BHS Head Custodian -Question: What does a circuit breaker do?	19c. Glenn Miller – BHS Head Custodian	19c. Completed guest speaker summary form; completed poster
8.2.A.3 8.2.C.2 8.2.C.3 9.1.B.2	19d. Contact the municipal building inspector and request any written instructions for new housing construction.	19d. Class will share information received from Town of Bloomfield. -Question: Why must electrical systems comply with government standards?	19d. Class discussion	19d. Participation in class activity

Goal 20: Lighting Options

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INTERIOR DESIGN CURRICULUM- LEVELS I. II. III, IV

Technology & Career Standard	Objective (SWBAT)	Suggested Activity	Resources and Instructional Strategies	Assessment (of the objective)
8.2.C.2 9.1.B.2	20a. Describe the purposes of lighting. -General -Task -Accent	20a. Collect samples of lighting used for general, task and accent; share with class.	20a. -Magazines -Internet sources	20a. Participation in class activity
8.2.C.2 9.1.B.2	20b. Identify artificial lighting sources -Incandescent -Fluorescent	20b. Interview a Home Depot or Lowe's sales person in the lighting dept. on the benefits of each artificial lighting source; share findings.	20b. Class interview assignment	20b. Written summary of interview
8.2.C.3 9.1.B.2	20c. List the various types of lighting fixture -Built-in -Portable	20c. Read chapter and answer end of chapter questions.	20c. Textbook: <u>Homes: Today and Tomorrow</u>	20c. Written assessment
8.2.C.2 9.1.B.2	20d. Enumerate the general guidelines for selecting appropriate lighting.	20d. Teacher lecture and class discussion	20d. Lecture & discussion	20d. Participation in class activity
9.1.B.2 9.1.B.4	20e. Determine what moods are created by various lighting.	20e. Write an essay that explains how lighting affects mood.	20e. Written exercise	20e. Completed essay

INTERIOR DESIGN CURRICULUM- LEVELS I. II. III, IV

Technology & Career Standard	Objective (SWBAT)	Suggested Activity	Resources and Instructional Strategies	Assessment (of the objective)
9.1.B.2	21a. Explain the styles of windows used by the English, German, Swedish, Spanish, and French.	21a. Divide students into five groups. Each group will report on styles found in English, German, Swedish, Spanish, and French settlements.	21a. Group research and presentation -Teacher prepared worksheets -BHS Media Center -Internet search	21a. Preparation of written and oral reports according to established teacher criteria
9.1.A.1 9.1.B.2	21b. Identify recent window types available, such as: -Casement -Sliders -Palladium -6 over 6; 12 over 12, etc.	21b. Research window options and compare and contrast each type; which do you like or dislike and why.	21b. Home décor stores -Internet sources	21b. Participation in class activity
9.2.A.1 9.2.B.2	21c. Identify and describe six types of window treatments. -Curtains -Draperies -Shutters -Shades -Blinds -Stained glass	21c. Prepare illustrations showing six different window treatments for the same window. Write a report that states the impact of each treatment on style, privacy, insulation, etc.	21c. Hand-on design boards -BHS Media Center -Interior design centers	21c. Attractively prepared design board and written report addressing established criteria

Goal 22: Bedrooms

Technology	Objective (SWBAT)	Suggested Activity	Resources and Instructional	Assessment (of the objective)
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INTERIOR DESIGN CURRICULUM- LEVELS I. II. III, IV

& Career Standard			Strategies	
9.2.C.1	22a. Describe your bedroom in terms of: -Color -Style of furnishings -Wall coverings -Posters, etc. -Location -Shared w/sibling(s)	22a. Complete a min-project identifying characteristics of your bedroom as seen in objectives and tell how it has changed over the last 5 years, 10 years.	22a. Parental involvement -Writing assignment	22a. Written report addressing established criteria
9.2.B.2	22b. Identify three items to keep in mind when purchasing a bed -Mattress -Springs -Frame	22b. Research alternative styles of bedding, such as the water-bed, air-mattress, Japanese futon, etc. Identify the advantages of each, as well as their availability in the United States.	22b. BHS Media Center – classroom resources -Internet	22b. Written report addressing established criteria
9.2.A.3 9.2.A.5	22c. Design a bedroom and make a scale drawing using furniture templates; transfer this drawing to a CAD program.	22c. Create a scale drawing on graph paper; use blueprint symbols, furniture templates in the scale of 1/4" = 1 ft; write a description of the room; include as many details as possible. -Team teaching – Architecture & Interior Design teachers	22c. Classroom resources – -Architecture teacher -Textbook: <u>Homes: Today and Tomorrow</u>	22c. Fully developed floor plan done both manually and on a CAD program

Goal 23: Planning a Vacation Home

Technology	Objective (SWBAT)	Suggested Activity	Resources and Instructional	Assessment (of the objective)
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INTERIOR DESIGN CURRICULUM- LEVELS I. II. III, IV

& Career Standard			Strategies	
9.1.B.2 9.2.A.2	23a. Plan and design a vacation home.	23a. HGTV is accepting entries in its “Dream Vacation Home” contest. They are looking for the most efficient, attractive, and creative designs. The guidelines are as follows: -The vacation home can be any size or shape up to 5000 square feet. -The cost is not a consideration. -Entries will be judged on efficient use of space, creative entertainment zones, and solutions to common problems.	23a. Teacher prepared scenario -Contest entries judged by: -Architecture teacher -Interior Dec. teacher -Classmates -Architectural and design books and magazines -Library -Internet -HGTV (Homes & Garden TV) -Website and TV broadcasts	23a. Completed vacation home project

Goal 24: House Selection

Technology	Objective (SWBAT)	Suggested Activity	Resources and Instructional	Assessment (of the objective)
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INTERIOR DESIGN CURRICULUM- LEVELS I. II. III, IV

& Career Standard			Strategies	
9.1.B.2 9.2.A.1	24a. Describe how housing reflects cultural views and values. 24b. Analyze the way that cultures influence each other.	24a. Write two letters: One to a pen pal in another country that describes your home in detail and one from that person that describes their home to you in detail. 24b. Tour the local community; list the different architectural styles and their locations.	24a. Textbook: <u>Homes: Today and Tomorrow</u> 24b. Local real estate brochure	24a. Submission of two pen pal letters 24b. Participation in class activity
8.2.C.1 8.2.C.2	24c. Explain how technology influences home design.	24c. In 150 words or less, describe a new house that would be ideally suited for living in 2025.	24c. Textbook: <u>Homes: Today and Tomorrow</u>	24c. Submission of written assignment
8.2.C.1 8.2.C.2 8.2.C.3 9.1.B.2	24d. Describe how modern technology has affected the evolution of housing.	24d. Write an essay on what you think housing will be like in your neighborhood 40 years from today, 100 years from today.	24d. Textbook: <u>Homes: Today and Tomorrow</u> -Internet computer lab	24d. Submission of written essay
9.2.A.1	24e. Identify social trends that currently affect housing.	24e. Write a real estate ad used to sell a house for your client.	24e. Samples of real estate brochures, flyers, and ads	24e. Completed ad presenting the property in a most favorable manner
9.2.A.1	24f. Explain two major ways in which the government influences housing.	24f. Teacher lecture -Class discussion	24f. Lecture and discussion	24f. Observation of student performance

Goal 25: Floors

Technology	Objective (SWBAT)	Suggested Activity	Resources and Instructional	Assessment (of the objective)
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INTERIOR DESIGN CURRICULUM- LEVELS I. II. III, IV

& Career Standard			Strategies	
8.2.C.2 9.1.B.2	25a. Describe the types of finished floors or floor coverings -Wood -Resilient flooring -etc.	25a. Find pictures showing examples of inventive or expressive floor coverings; describe the materials used. Make a collage.	25a. -Classroom resources -Magazines	25a. Neatly and attractively arranged collage
9.1.B.2 9.2.A.2	25b. Determine the type of carpet fiber best used in -Entrances -Stairs -Kitchen	25b. Research carpet fibers and report findings on -Synthetic/Non-synthetics -Patterns -Density	25b. Carpet stores/Home décor warehouses -Internet sites	25b. Participation in class activity
8.2.C.2 8.2.C.3	25c. List the latest trends in floors -Bamboo -Concrete -Cork -Porcelain/glass -Vinyl/Rubber -Terrazo/Slate/Terracotta	25c. Visit the new BHS construction areas (Art gallery, lobby, etc.) and guess the types of floors -Scavenger hunt activity	25c. Maintenance staff	25c. Completion of scavenger hunt exercise

Goal 26: Walls & Ceilings

Technology	Objective (SWBAT)	Suggested Activity	Resources and Instructional	Assessment (of the objective)
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INTERIOR DESIGN CURRICULUM- LEVELS I. II. III, IV

& Career Standard			Strategies	
8.2.C.2 8.2.C.3	26a. Identify parts of a wall frame -Studs -Plates -Header/Linter -Fire Stops -etc.	26a. Label parts of a wall frame on diagram.	26a. Textbook: <u>Homes: Today and Tomorrow</u>	26a. Submission of notebook
8.2.C.2 8.2.C.3	26b. List wall materials available today: -Plaster on lath -Drywall -Brick -Concrete -Plastic -Tile -Wallboard	26b. Visit BHS Library to research information on wall materials.	26b. BHS Media Center specialist	26b. Observation of student performance
9.2.A.1	26c. Identify wall coverings and paint techniques and describe the pros and cons of each.	26c. Prepare a sample board of wall coverings and paint techniques that create a “mood” when designing space; list the pros & cons of each type.	26c. Paint store; home décor warehouse	26c. Aesthetically pleasing sample board submission
	26d. Enumerate ceiling designs -Shed ceiling -Covered ceiling -Dropped ceiling -Stomped metal ceiling	26d. Define types of ceilings and collect examples of each type.	26d. Magazines & classroom resources	26d. Participation in class activity

Goal 27: Furniture

Technology	Objective (SWBAT)	Suggested Activity	Resources and Instructional	Assessment (of the objective)
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INTERIOR DESIGN CURRICULUM- LEVELS I. II. III, IV

& Career Standard			Strategies	
9.1.B.2 9.1.B.4	27a. Define case goods	27a. Find the definition of case goods and write in notebook.	27a. – 27e. Textbook: <u>Homes: Today and Tomorrow</u>	27a. Weekly notebook check
8.2.C.2 8.2.C.3 9.1.B.2	27b. Identify the most common furniture materials and their properties.	27b. Explain which of the 4 basic furniture materials you find most attractive; identify two pieces of furniture made of this material, you would like to purchase; share with class.		27b. Participation in class activity
9.2.A.1 9.2.E.3 9.2.E.5	27c. Evaluate furniture materials in terms of appearance, cost, and durability.	27c. Make a chart comparing the cost and durability of veneer solid wood, and particle board.		27c. Submission of completed chart
9.2.A.1	27d. Evaluate basic furniture construction.	27d. Evaluate a piece of wood furniture found in your home; base evaluation on the chapter information; include materials used and construction technologies.		27d. Written furniture evaluation
9.1.B.2 9.2.A.1 9.2.E.5	27e. Describe methods of shopping for and caring for furniture.	27e. Read “Selecting Furniture” chapter; then visit a furniture store; select a chest of drawers to examine for basic construction and quality. Try rocking it; does it feel sturdy; are corners smooth, etc. - Write a brief description of your investigation		27e. Submission of furniture investigation

Goal 28: Accessories

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INTERIOR DESIGN CURRICULUM- LEVELS I. II. III, IV

Technology & Career Standard	Objective (SWBAT)	Suggested Activity	Resources and Instructional Strategies	Assessment (of the objective)
9.1.B.2 9.2.A.1	28a. Identify five items that could be used as accessories to enhance a design.	28a. Make a list of the wall decorations or accessories shown in a photograph of a room; tell how the items enhance the theme or mood of a room.	28a. Teacher selected photos used like flash cards	28a. Participation in class activity
9.2.A.1	28b. Identify ways to choose and place wall decorations & accessories that will enhance a design.	28b. Write a brief essay on the effect of too many wall decorations or accessories. Explain what rooms you expect to use the most decorative or ornamental touches.	28b. Student writing exercise -Use Computer lab	28b. Submission of writing sample
9.1.B.2 9.2.A.1 9.2.B.2	28c. Give four principles to keep in mind when creating a wall design.	28c. Draw a wall arrangement you might use in the wall space above a desk (or bed) and explain to class.	28c. Textbook: <u>Homes: Today and Tomorrow</u>	28d. Sketch of wall arrangement

Goal 29: Feng Shui & Vaastu Designs

Technology & Career	Objective (SWBAT)	Suggested Activity	Resources and Instructional Strategies	Assessment (of the objective)
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INTERIOR DESIGN CURRICULUM- LEVELS I. II. III, IV

Standard				
9.1.B.2 9.2.B.4 9.2.A.1	29a. Use a compass to establish the most beneficial placement of rooms.	29a. Work in groups to complete a Feng Shui mini project. -Compass use to find direction -Create a poster of a one-story residence placed according to Feng Shui principles	29a. Cooperative learning groups and teacher demonstration of compass reading	29a. Completed poster for classroom bulletin board
9.2.A.1	29b. Relate the Chinese horoscope to decorating styles.	29b. Media Center computer lab activity researching how the Chinese horoscope is used in decorating	29b. BHS Media Center and media specialists -Computer lab -Internet sites	29b. Well-organized research added to notebook
9.2.A.1	29c. Examine surroundings and relate to Feng Shui principles.	29c. Class assignment relating home and classroom environment to Feng Shui principles	29c. <u>International Herald Tribune</u> , "Disney Bows to Feng Shui" April 25, 2005	29c. Completed Feng Shui handouts
9.1.B.2	29d. Define Vaastu and list tips for good orientation.	29d. Read article, "The Correct Orientation" <u>Building Design & Construction</u> , March 2005	29d. Vaastu: <u>The Indian Art of Placement</u> , <u>Destiny Books</u> and www.vastuliving.com	29d. Completed list of "Vaastu Tips" added to notebook

Goal 30: create a Bathroom Design

Technology	Objective (SWBAT)		Resources and Instructional	
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INTERIOR DESIGN CURRICULUM- LEVELS I. II. III, IV

& Career Standard		Suggested Activity	Strategies	Assessment (of the objective)
9.1.B.2 9.2.A.1	30a. Identify the standard fixtures of the bathroom and the latest design trends.	30a. Research and write a report on available types of bathroom fixtures -Create a chart comparing uses, costs, and styles	30a. BHS Media Center -Restoration Hardware Catalog -Homes and Garden magazines -www.hgtv.com	30a. Completed standard fixture chart
9.2.A.1	30b. Identify the necessary choices and planning involved in constructing or remodeling a bathroom.	30b. Decide on a style and design a bathroom for a client, Include: -Bath tub -Shower -Sink -Toilet -Toilet -Storage -Floor Plan -Ventilation -Lighting Decoration & Accessories	30b. <u>Homes: Today and Tomorrow</u> , "Design Challenge" -Interior dec. teacher	30b. Completed bathroom design meeting all project criteria

Goal 31: Floral Arrangements

Technology & Career Standard	Objective (SWBAT)	Suggested Activity	Resources and Instructional Strategies	Assessment (of the objective)
9.2.A.1	31a. Demonstrate knowledge of floral design rules.	31a. Create two floral designs exercising proper balance, proportion, and color; enter class contest -Wedding reception guest table -Thanksgiving buffet table Students & dept. teachers will vote for winners in each category. Awards: -First Place -Second Place -Honorable Mention	31a. Centerpiece design instruction sheets -Internet resources -Local florist	31a. Two attractively designed floral arrangements

Goal 32: Landscaping Design

Technology & Career Standard	Objective (SWBAT)	Suggested Activity	Resources and Instructional Strategies	Assessment (of the objective)
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INTERIOR DESIGN CURRICULUM- LEVELS I. II. III, IV

9.2.C.1	32a. Describe the purpose of landscaping.	32a. Create a landscaping design for a beach house on the Atlantic Ocean which includes a main house, a pool and cabana, and a guest house.	32a. Teacher-designed scenario	32a. Completed landscaping project designed attractively and meeting all written criteria
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Goal 32: Textiles

Technology & Career Standard	Objective (SWBAT)	Suggested Activity	Resources and Instructional Strategies	Assessment (of the objective)
9.1.B.2	33a. Distinguish the parts of an upholstered piece of furniture.	33a. Given a sofa illustration, label the parts of its construction: -Frame -Springs/Hand tied coil -Webbing -Padding -Covering	33a. Teacher prepared worksheets	33a. Labeled illustration of sofa construction
9.1.B.2	33b. Identify types of fiber and their characteristics -Natural fibers -Synthetic fibers	33b. Prepare a display board illustrating different textiles, add a descriptive paragraph for each.	33b. Teacher designed – Textile project -Interior design periodicals -Teacher	33b. Attractively constructed display board meeting project requirements
9.2.A.2	33c. Select fabric for three upholstered pieces justifying selection according to needs, taste, and budget.	33c. Textile Activity – Given three furniture pieces, decide which fabric fiber you would use to upholster each -Kitchen chair -A family heirloom sofa -A piano bench	33c. Teacher designed – Textile project -Interior design periodicals -Interior dec. teacher	33c. Completed “Design Challenge” assignment