



Auburn School District

Interior Design

Total Framework Hours up to: 90

CIP Code: 190601 **Exploratory** **Preparatory**

Date Last Modified: January 30, 2013

Career Cluster: Human Services

Career Pathway: Social and Personal Services

Power Standards

- PS 1: FCS 11.1 Analyze career paths within the housing, interior design, and furnishings industry.
- PS 2: FCS 11.5 Analyze design and development of architecture, interiors and furnishings through the ages.
- PS 3: FCS 11.6 Evaluate client's needs, goals, and resources in creating design plans for housing and residential and commercial interiors.
- PS 4: FCS 11.4 Demonstrate design, construction document reading, and space planning skills required for the housing, interior design, and furnishings industries.
- PS 5: FCS 11.3 Apply housing and interior design knowledge, skills and processes to meet specific design needs.
- PS 6: FCS 11.7 Apply design knowledge, skills, processes, and theories and oral, written, and visual presentation skills to communicate design ideas.
- PS 7: FCS 11.8 Analyze professional practices, procedures for business profitability and career success, and the role of ethics in the housing, interiors and furnishings industries.

Unit Outline

	<u>Hours</u>
Unit 1: Career Exploration	10
Unit 2: Historical Housing	10
Unit 3: Elements and Principles of Design	25
Unit 4: Floor Plans	20
Unit 5: Textiles/Coverings/Treatments	15
Unit 6: Housing and Safety Regulations	<u>10</u>
Total Hours	90

UNIT 1 Career Exploration

Performance Assessments:

- Multimedia rubric-based project
- Guest Speakers/Reflection

Embedded Leadership Activities

21st Century interdisciplinary theme--financial, economic, business & entrepreneurial literacy
 21st Century Skill: Information, Media and Technology, Life and Career
 Career Connection
 Power of One
 Star Events

STANDARDS AND COMPETENCIES

Standard/Unit:

PS 1: FCS 11.1 Analyze career paths within the housing, interiors, and furnishings industry.

Competencies

Total Learning Hours for Unit: 10

- 1.1 FCS 11.1.1 Explain the roles and functions of individuals engaged in housing, interiors, and furnishings careers.
 1.2 FCS 11.1.3 Summarize education, training, and credentialing requirements and opportunities for career paths in housing and interior design.

ALIGNED WASHINGTON STATE STANDARDS

Art	1.1 Understand arts concepts and vocabulary 4.5 Demonstrate knowledge of arts careers and the knowledge of arts skills in the world of work
Communications COMMON CORE Speaking and Listening Standards	SL1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. <ol style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
Educational Technology	1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools. 1.2.1 Communicate and collaborate to learn with others.

UNIT 2 Historical Housing

Performance Assessments:

Rubric-based research project on architectural designs and styles of period homes, identifying how history has shaped furniture, housing, and architectural designs.

Create rubric-based timeline

Embedded Leadership Activities

21st Century Skill: Learning and Innovation, Information, Media and Technology, Life and Career

STANDARDS AND COMPETENCIES

Standard/Unit:

PS 2: FCS 11.5 Analyze design and development of architecture, interiors and furnishings through the ages.

Competencies

Total Learning Hours for Unit: 10

2.1 FCS 11.5.1 Describe features of furnishings that are characteristic of various historical periods.

2.2 FCS 11.5.3 Illustrate the development of architectural styles throughout history.

ALIGNED WASHINGTON STATE STANDARDS

Art	1.1 Understand arts concepts and vocabulary 4.4 Understand that the arts shape and reflect culture and history
Communications COMMON CORE Speaking and Listening Standards	SL1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
Educational Technology	1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools. 1.2.1 Communicate and collaborate to learn with others.
Social Studies	4.1.1 Analyzes change and continuity within a historical time period. (9/10)

UNIT 3 Elements and Principles of Design

Performance Assessments:

- Rubric-based Handbook of Elements and Principles
- Color Creation/Color Wheel/Rubric Based
- Comprehensive Written Evaluation

Embedded Leadership Activities

21st Century Skill: Learning and Innovation, Information, Life and Career
 Community Service
 Families First
 Power of One
 STAR Events

STANDARDS AND COMPETENCIES

Standard/Unit:

PS 3: FCS 11.6 Evaluate client's needs, goals, and resources in creating design plans for housing and residential and commercial interiors.

Competencies

Total Learning Hours for Unit: 25

FCS 11.6.4 Critique design plans to address client's needs, goals and resources.

ALIGNED WASHINGTON STATE STANDARDS

Art	1.1 Understand arts concepts and vocabulary 1.2 Develop arts skills and techniques 2.1 Apply a creative process in the arts 3.1 Use the arts to express and present ideas and feelings 3.2 Use the arts to communicate for a specific purpose 3.3 Develop personal aesthetic criteria to communicate artistic choices 4.2 Demonstrate and analyze the connections between the arts and other content areas 4.5 Demonstrate knowledge of arts careers and the knowledge of arts skills in the world of work
Communications COMMON CORE Speaking and Listening Standards	SL1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
Educational Technology	1.2.1 Communicate and collaborate to learn with others.
Reading COMMON CORE	RST5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

UNIT 4 Floor Plans

Performance Assessments:

Rubric-based floor plans drawn to scale with industry standard symbols, considering: efficiency, safety, function of space, cost, personal and family needs, relationships between zones, traffic patterns and comfort features including plumbing, lighting, writing and ventilation and will complete a presentation and evaluation.

Embedded Leadership Activities

21st Century Skill: Learning and Innovation, Life and Career

Power of One

STANDARDS AND COMPETENCIES

Standard/Unit:

PS 3: FCS 11.6 Evaluate client's needs, goals, and resources in creating design plans for housing and residential and commercial interiors.

PS 4: FCS 11.4 Demonstrate design, construction document reading, and space planning skills required for the housing, interior design, and furnishings industries.

PS 6: FCS 11.7 Apply design knowledge, skills, processes, and theories and oral, written, and visual presentation skills to communicate design ideas.

Competencies

Total Learning Hours for Unit: 20

- 4.1 FCS 11.4.2 Evaluate floor plans for efficiency and safety in areas including but not limited to zones, traffic patterns, storage, and electrical, and mechanical systems.
- 4.2 FCS 11.4.3 Draft an interior space to scale using correct architecture symbols.
- 4.3 FCS 11.4.4 Arrange furniture placement with reference to principles of design, traffic flow, activity, and existing architectural features.
- 4.4 FCS 11.6.4 Critique design plans to address client's needs, goals and resources.
- 4.5 FCS 11.7.2 Prepare sketches, elevations, and renderings using appropriate media.
- 4.6 FCS 11.7.3 Prepare visual presentations including legends, keys, and schedules.

ALIGNED WASHINGTON STATE STANDARDS

Art	<ul style="list-style-type: none"> 1.1 Understand arts concepts and vocabulary 1.2 Develop arts skills and techniques 2.1 Apply a creative process in the arts 3.1 Use the arts to express and present ideas and feelings 3.2 Use the arts to communicate for a specific purpose 3.3 Develop personal aesthetic criteria to communicate artistic choices 4.2 Demonstrate and analyze the connections between the arts and other content areas 4.5 Demonstrate knowledge of arts careers and the knowledge of arts skills in the world of work
Educational Technology	<ul style="list-style-type: none"> 1.2.1 Communicate and collaborate to learn with others.
Reading COMMON CORE	<ul style="list-style-type: none"> RST4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. RST5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

UNIT 5 Textiles/Coverings/Treatments

Performance Assessments:

Dream Room Project: Create and present a color board with the following textiles; tiles wall coverings, window treatments, fabrics, paint and hardware—
Rubric-based evaluation

Embedded Leadership Activities

21st Century Skill: Learning and Innovation, Life and Career

Families First
Financial Fitness
STAR Events

STANDARDS AND COMPETENCIES

Standard/Unit:

PS 3: FCS 11.6 Evaluate client's needs, goals, and resources in creating design plans for housing and residential and commercial interiors.
PS 5: FCS 11.3 Apply housing and interior design knowledge, skills and processes to meet specific design needs.
PS 6: FCS 11.7 Apply design knowledge, skills, processes, and theories and oral, written, and visual presentation skills to communicate design ideas.

Competencies

Total Learning Hours for Unit: 15

- 5.1 FCS 11.3.1 Analyze product information, including but not limited to floor coverings, wall coverings, textiles, window treatments, furniture, lighting fixtures, kitchen and bath fixtures and equipment.
- 5.2 FCS 11.6.4 Critique design plans to address client's needs, goals and resources.
- 5.3 FCS 11.7.2 Prepare sketches, elevations, and renderings using appropriate media.
- 5.4 FCS 11.7.3 Prepare visual presentations including legends, keys, and schedules.

ALIGNED WASHINGTON STATE STANDARDS

Art	<ul style="list-style-type: none"> 1.1 Understand arts concepts and vocabulary 1.2 Develop arts skills and techniques 2.1 Apply a creative process in the arts 3.1 Use the arts to express and present ideas and feelings 3.2 Use the arts to communicate for a specific purpose 3.3 Develop personal aesthetic criteria to communicate artistic choices 4.2 Demonstrate and analyze the connections between the arts and other content areas 4.5 Demonstrate knowledge of arts careers and the knowledge of arts skills in the world of work
Educational Technology	<ul style="list-style-type: none"> 1.2.1 Communicate and collaborate to learn with others.
Reading COMMON CORE	<ul style="list-style-type: none"> RST5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

UNIT 6 Housing Safety and Regulations

Performance Assessments:

Through guest speakers or research-based project examining and analyzing laws and regulations that impact the housing industry and develop a presentation to share their findings.

Embedded Leadership Activities

21st Century interdisciplinary theme—Environmental Literacy
 21st Century Skill: Learning and Innovation, Life and Career

Career Connections
 Financial Fitness

STANDARDS AND COMPETENCIES

Standard/Unit:

PS 7: FCS 11.8 Analyze professional practices, procedures for business profitability and career success, and the role of ethics in the housing, interiors and furnishings industries.

Competencies

Total Learning Hours for Unit: 10

6.1 FCS 11.8.1 Examine legislation, regulations, and public policy that affect residential and commercial interior design as well as the housing and furnishings industries.

ALIGNED WASHINGTON STATE STANDARDS

Art	1.1 Understand arts concepts and vocabulary 4.5 Demonstrate knowledge of arts careers and the knowledge of arts skills in the world of work
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Educational Technology	1.2.1 Communicate and collaborate to learn with others.
Health and Fitness	2.4: Acquires skills to live safely and reduce health risks.

21st CENTURY SKILLS

Check those that students will demonstrate in this standard/unit:

<p align="center">LEARNING AND INNOVATION</p> <p>Creativity and Innovation <input checked="" type="checkbox"/> Think Creatively <input checked="" type="checkbox"/> Work Creatively with Others <input checked="" type="checkbox"/> Implement Innovations</p> <p>Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Reason Effectively <input checked="" type="checkbox"/> Use Systems Thinking <input checked="" type="checkbox"/> Make Judgments and Decisions <input checked="" type="checkbox"/> Solve Problems</p> <p>Communication and Collaboration <input checked="" type="checkbox"/> Communicate Clearly <input checked="" type="checkbox"/> Collaborate with Others</p>	<p align="center">INFORMATION, MEDIA AND TECHNOLOGY SKILLS</p> <p>Information Literacy <input checked="" type="checkbox"/> Access and /evaluate Information <input checked="" type="checkbox"/> Use and Manage Information</p> <p>Media Literacy <input checked="" type="checkbox"/> Analyze Media <input checked="" type="checkbox"/> Create Media Products</p> <p>Information, Communications and Technology (ICT Literacy) <input checked="" type="checkbox"/> Apply Technology Effectively</p>	<p align="center">LIFE AND CAREER SKILLS</p> <p>Flexibility and Adaptability <input checked="" type="checkbox"/> Adapt to Change <input checked="" type="checkbox"/> Be Flexible</p> <p>Initiative and Self-Direction <input checked="" type="checkbox"/> Manage Goals and Time <input checked="" type="checkbox"/> Work Independently <input checked="" type="checkbox"/> Be Self-Directed Learners</p> <p>Social and Cross-Cultural <input checked="" type="checkbox"/> Interact Effectively with Others <input checked="" type="checkbox"/> Work Effectively in Diverse Teams</p> <p>Productivity and Accountability <input checked="" type="checkbox"/> Manage Projects <input checked="" type="checkbox"/> Produce Results</p> <p>Leadership and Responsibility <input checked="" type="checkbox"/> Guide and Lead Others <input checked="" type="checkbox"/> Be Responsible to Others</p>
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