

**Summit Public Schools**  
**Summit, New Jersey**  
**Grade Level 9 - 12 / Content Area: Family and Consumer Sciences**  
**Length of Course: One Semester**  
**Interior Design**

**Course Description:** This one semester elective is offered to students in grades 9 - 12. This is a creative class designed to introduce students to the fundamental elements and principles of design and help them apply these when making housing choices and decisions. Topics include exploring and creating floor plans, furniture selection and arrangement, budgeting, styles and trends in decorating, creating sample boards, home safety, sustainability and upcycling, consumer considerations, and careers.

Students are encouraged to explore their personal style and preferences as they engage in many hands-on activities and interactive lessons. A vast variety of technology and other sources of information are available which encourage exploration and personal growth. Learners will build skills for decision making, communication, prioritizing, and goal setting.

**Unit 1**  
**Influences on Housing and Design Decisions.**

Standard 9.2 Consumer, Family, and Life Skills  All students will demonstrate critical life skills in order to be functional members of society.	
<b>Big Ideas:</b> <ul style="list-style-type: none"> <li>● <b>Housing is designed to meet many needs.</b></li> <li>● <b>Lifestyle and stage of life influence many housing decisions.</b></li> <li>● <b>Personal style and creativity makes a house a home.</b></li> <li>● <b>Universal Design is important in the design of a home/environment.</b></li> </ul>	
<b>Essential Questions:</b> <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<b>Enduring Understandings</b> <i>What will students understand about the big ideas?</i>
What is the difference between the physical and psychological needs that housing meets?	<b>Students will understand that:</b>  Physical needs include all the things the body needs to survive: air, sunlight, shelter, sleep, and food.  Psychological needs relate to thoughts and emotions.

<p>How and why do stages of life and lifestyle influence housing decisions?</p> <p>What are the benefits in exploring current trends and personal preferences in decor?</p> <p>What are the advantages of universal design?</p>	<p>Stage of life is determined by how old one is while lifestyle has to do with the way one lives their life. Both have influence over the type of housing and the design choices one makes..</p> <p>Studying trends and styles in decorating give guidance in making educated, budget minded decisions in decorating and creating a pleasing environment for oneself and family. Personal likes and dislikes in style may change throughout life.</p> <p>An environment should be designed to meet the needs of all people who use it regardless of their age, size, ability, or disability.</p>
Areas of Focus: Proficiencies (Progress Indicators)	Examples, Outcomes, Assessments
<p><b>Students will:</b></p> <p>9.2.A.1 Apply communications and data analysis to the problem-solving and decision making processes in a variety of life situations</p> <p>9.2.F.Engage in an informed discussion about rules and laws designed to promote safety and health</p>	<p><b>Instructional Focus:</b></p> <ul style="list-style-type: none"> <li>Students will engage in exploration of personal likes and dislikes in decorating by creating a personality collage. Magazines, catalogs, and internet sites will be the sources for students as they compare and select pictures that best represent their personal preferences.</li> <li>Class will share and discuss their personality collages. Teachers will encourage students to see similarities and differences in style preferences.</li> <li>Exploration of universal design activities: Downtown Summit and observation of universal design features assignment. Summit High School scavenger hunt for universal design features in hallways, classrooms, auditorium, gymnasiums, and outdoor areas. Design kitchen floor plan demonstrating the use of universal design.</li> </ul>

	<ul style="list-style-type: none"> <li>● Students will write an essay comparing the needs and wants in different stages of life while giving thought to how lifestyle might influence housing selection as well.</li> <li>● Pictures of homes and environments for various stages of life will be evaluated.</li> </ul> <p><b>Sample Assessments:</b> Multiple choice quiz: what is housing chapter 1</p> <p><b>Projects/Post Assessment:</b> Personality collage ....personal likes and dislikes in style, colors, etc.</p> <p><b>Instructional Strategies</b></p> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> <li>● History- how housing has changed throughout the ages</li> <li>● Science- how weather influences housing</li> <li>● Health- physical and psychological needs that housing provides</li> </ul> <p>Technology Integration</p> <ul style="list-style-type: none"> <li>● Gather, research, and evaluate information from a variety of sources.</li> <li>● Communicate information effectively</li> </ul> <p>Media Literacy Integration</p> <ul style="list-style-type: none"> <li>● Analyze media messages when making housing decisions.</li> </ul> <p>Global Perspectives</p> <ul style="list-style-type: none"> <li>● Comparison of lifestyles and housing around the world</li> </ul>
<p><b>Career Readiness, Life Literacies, and Key Skills Practices:</b></p> <ul style="list-style-type: none"> <li>● Act as a responsible and contributing</li> </ul>	

community member and employee.

- Attend to financial well-being.
- Consider the environmental, social, and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- Work productively in teams while using cultural/global competence.

### Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors

Models & Figures																				
<table border="1"> <thead> <tr> <th colspan="3">Intervention Strategies</th></tr> <tr> <th>Accommodations</th><th>Interventions</th><th>Modifications</th></tr> </thead> <tbody> <tr> <td>Allow for verbal responses</td><td>Multi-sensory techniques</td><td>Modified tasks/expectations</td></tr> <tr> <td>Repeat/confirm directions</td><td>Increase task structure (e.g. directions, checks for understanding, feedback)</td><td>Differentiated materials</td></tr> <tr> <td>Permit response provided via computer or electronic device</td><td>Increase opportunities to engage in active academic responding</td><td>Individualized assessment tools based on student need</td></tr> <tr> <td>Audio Books</td><td>Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping</td><td>Modified assessment grading</td></tr> </tbody> </table>			Intervention Strategies			Accommodations	Interventions	Modifications	Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations	Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials	Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need	Audio Books	Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading
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**Recommended Texts:**

Homes: Today and Tomorrow, Ruth Sherwood( teacher edition)

Housing Styles – A Tour Through Time, Learning Zone

The Secret Life of Rooms, Learning Seed

**Suggested Student Texts:**

## Unit 2

### Elements and Principles of Design

<p>Standard 9.2 Consumer, Family, and Life Skills</p> <p>All students will demonstrate critical life skills in order to be functional members of society.</p>	
<p><b>Big Ideas:</b></p> <ul style="list-style-type: none"><li>• An understanding of the elements of design can help you to create a pleasing, comfortable environment that reflects your personal tastes.</li><li>• All good designs follow certain principles. By correctly applying the principles of design to the elements of design, you can achieve predictable and pleasing results.</li></ul>	
<b>Essential Questions</b> <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<b>Enduring Understandings</b> <i>What will students understand about the big ideas?</i>
<p>What are the basic elements of design that are used in decorating and why are they used?</p> <p>What are the basic principles of design that are used in decorating and why are they used?</p> <p>How do the principles and elements work together?</p>	<p><b>Students will understand that:</b></p> <p>The elements of design are space, line, form, texture, and color. Guidelines in decorating are based on the visual impressions that the elements of design create.</p> <p>The principles of design are proportion, scale, balance, rhythm, emphasis, unity, and variety. They are used to create pleasing visual environments.</p> <p>When the principles of design are applied along with the elements of design, a more predictable and pleasing visual environment will be created.</p>
<b>Areas of Focus: Proficiencies</b>	<b>Examples, Outcomes, Assessments</b>

(Progress Indicators)	
<p><b>Students will:</b></p> <p>9.2.A.1 Apply communications and data analysis to the problem-solving and decision making processes in a variety of life situations</p> <p>9.2.A.2 Describe and apply constructive responses to criticism.</p> <p>9.2.A.3 Apply the use of symbols,pictures, graphs, objects, and other visual information to a selected projection academic and/or occupational setting.</p>	<p><b>Instructional Focus:</b></p> <p>Understand that the elements and principles of design guide the design process and lay the foundation for putting together pleasing environments.</p> <ul style="list-style-type: none"> <li>● Students will evaluate the use of the elements and principles as they compare designer rooms in magazine pictures.</li> <li>● The psychological impact of color is examined as students discuss word/color association.</li> <li>● Painting activities will include the color wheel, intensity and value scales.</li> <li>● Colored pencils will be used in projects such as creating advertisements for furnishings using the design elements and principles.</li> <li>● Pantone color assignment (students discover the color of the year and how it is used in marketing)</li> <li>● Current youtubes guide exploration of current styles and trends. Students respond to reflective questions in google classroom daily assignments.</li> <li>● Students will visit hardware stores and explore paint samples and other visuals.</li> <li>● Shoe box project. Elements and principles of design are used to create a 3 dimensional room in a box. Students are encouraged to “think outside the box” as they create furnishings, in scale with the box, from everyday objects. ( 5 day project)</li> </ul> <p><b>Sample Assessments:</b> Quiz on the color wheel and color schemes. Shoe box project rubric Teacher observation of independent work and use of time.</p>

	<p><b>Projects/Post Assessment:</b> Identify elements and principles in magazine search with check off list (2 day activity)</p> <p><b>Instructional Strategies</b> Interdisciplinary Connections</p> <ul style="list-style-type: none"> <li>• Art- principles and elements of design in art</li> <li>• History- the principles of design guided early architecture</li> <li>• Math - proportions and scale</li> </ul> <p>Technology Integration</p> <ul style="list-style-type: none"> <li>• Students gather, research and evaluate information from a variety of sources.</li> </ul> <p>Media Literacy Integration</p> <ul style="list-style-type: none"> <li>• Analyze media messages when making housing decisions.</li> </ul> <p>Global Perspectives</p> <ul style="list-style-type: none"> <li>• Color - the association of color varies with culture</li> </ul>
<p><b>Career Readiness, Life Literacies, and Key Skills Practices:</b></p> <ul style="list-style-type: none"> <li>• Act as a responsible and contributing community member and employee.</li> <li>• Attend to financial well-being.</li> <li>• Consider the environmental, social, and economic impacts of decisions.</li> <li>• Demonstrate creativity and innovation.</li> </ul>	

- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- Work productively in teams while using cultural/global competence.

### Supports for English Language Learners

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Real life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

### Intervention Strategies

Accommodations	Interventions	Modifications	
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations	
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials	
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need	
Audio Books	Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	

### Recommended Texts:

#### Teacher Resources:

[Pantone Color of the Year](#)

Design: The Elements, Learning Zone

Color in Everyday Life, Learning Seed

## Unit 3

### Designing Interiors

Revised July 2020

<p>Standard 9.2 Consumer, Family, and Life Skills</p> <p>All students will demonstrate critical life skills in order to be functional members of society.</p>	
<p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>• There are many steps and considerations when designing interiors</li> <li>• Following the steps of a design plan will lead to overall achievement in time management, budgeting, and satisfaction in final results.</li> <li>• Interior design and the housing industry offer a wide variety of unique job opportunities.</li> </ul>	
<p><b>Essential Questions</b> <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p><b>Enduring Understandings</b> <i>What will students understand about the big ideas?</i></p>
<p>How does one insure positive results when planning and decorating a space?</p> <p>What factors should guide consumers in making interior purchasing decisions?</p> <p>What types of careers are available in the housing industry?</p>	<p><b>Students will understand that:</b></p> <p>Following a guideline of steps will help to ensure that an effective and satisfying environment is created.</p> <p>Budget, personal preferences, quality, and need vs. want help guide purchase decisions.</p> <p>There are a wide variety of jobs in the housing industry which require different levels of experience and education.</p>
<p><b>Areas of Focus: Proficiencies (Progress Indicators)</b></p>	<p><b>Examples, Outcomes, Assessments</b></p>
<p><b>Students will:</b></p> <p>9.2.A.1 Apply communications and data analysis to the problem-solving and decision making processes in a variety of life situations</p> <p>9.2.C.1 Model interpersonal and effective conflict resolution skills.</p>	<p><b>Instructional Focus:</b></p> <ul style="list-style-type: none"> <li>• Gain understanding of the steps in the design process.</li> <li>• Explore the use of floor plans in designing space</li> <li>• Evaluate different furniture arrangements using templates or computer apps.</li> <li>• Budget project- students are given a budget and a list of items to “shop” for to furnish a single</li> </ul>

<p>9.2.E.2 Design,, implement, and critique a personal financial plan.</p> <p>9.2.E.5 Use comparative shopping techniques for the acquisition of goods and services.</p> <p>9.2.E.6 Analyze the impact of advertising, peer pressure, and living arrangements on personal purchasing decisions.</p>	<p>apartment bedroom or college dorm bedroom. Goal is to come as close to budget as possible.</p> <ul style="list-style-type: none"> <li>● Shop in catalogs and on-line to meet a given budget for a list of required appliances and fixtures for a kitchen.</li> <li>● Design Competition- students are given a school space to redesign. They prepare sample boards and are judged on meeting given criteria.</li> <li>● Trading Spaces Project- students “exchange rooms” and create design boards for each other. Boards are presented to class and students vote on favorite rooms.</li> <li>● Students will view youtubes on organization tips and techniques and be assigned a home organization project</li> <li>● Interior designers will be invited to share expertise in the design process and career advice.</li> <li>● Dream job assignment: students given opportunity to explore two or more jobs in the housing industry and debate on pros and cons of each.</li> </ul> <p><b>Sample Assessments:</b> Multiple choice quiz. Evaluation of mini projects weekly.</p> <p><b>Projects/Post Assessment:</b> Design challenge: Given a scenario for designing a family room, students will select colors, backgrounds, lighting fixtures, and accessories for the room. Next they will prepare a full presentation of their design , including floor plan, pictorial drawings, and sample board.</p> <p><b>Instructional Strategies</b> Interdisciplinary Connections</p> <ul style="list-style-type: none"> <li>● Math - floor plans use <math>\frac{1}{4}" = 1'</math> scale</li> </ul>
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	<p>Technology Integration</p> <ul style="list-style-type: none"> <li>Students gather, research and evaluate information from a variety of sources.</li> </ul> <p>Media Literacy Integration</p> <ul style="list-style-type: none"> <li>Analyze media messages when making housing decisions.</li> </ul> <p>Global Perspectives</p> <ul style="list-style-type: none"> <li>Different cultures value different floor plans and design (Feng Shui as example)</li> </ul>
<p><b>Career Readiness, Life Literacies, and Key Skills Practices:</b></p> <ul style="list-style-type: none"> <li>Act as a responsible and contributing community member and employee.</li> <li>Attend to financial well-being.</li> <li>Consider the environmental, social, and economic impacts of decisions.</li> <li>Demonstrate creativity and innovation.</li> <li>Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>Model integrity, ethical leadership, and effective management.</li> <li>Plan education and career paths aligned to personal goals.</li> <li>Use technology to enhance productivity, increase collaboration, and communicate effectively.</li> <li>Work productively in teams while using cultural/global competence.</li> </ul>	

**Supports for English Language Learners**

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Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

  

Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need

Audio Books	Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	

### Recommended Texts:

#### Teacher Resources:

<https://www.youtube.com/watch?v=TtxNheyLgso> (how to create a mood board)  
<https://www.roomsketcher.com/get-started/> (floor plan app)  
<http://raymourflanigan.icovia.com/icovia.aspx> (floor plan app)  
<https://www.youtube.com/watch?v=W8rKww2nxgl> (Joanna Gaines)  
<https://www.youtube.com/watch?v=d5HFQnEX4LY> (sample room - update classic to contemp)  
<https://www.hgtv.com/> (Fixer Upper, Property Brothers, and This Old House)

## Curricular Addendum

### Career-Ready Practices

**CRP1:** Act as a responsible and contributing citizen and employee.

**CRP2:** Apply appropriate academic and technical skills.

**CRP3:** Attend to personal health and financial well-being.

**CRP4:** Communicate clearly and effectively and with reason.

**CRP5:** Consider the environmental, social and economic impacts of decisions.

**CRP6:** Demonstrate creativity and innovation.

**CRP7:** Employ valid and reliable research strategies.

### Interdisciplinary Connections

- Close Reading of works of art, music lyrics, videos, and advertisements
- Use [Standards for Mathematical Practice](#) and [Cross-Cutting Concepts](#) in science to support debate/inquiry across thinking processes

### Technology Integration

#### Ongoing:

- Listen to books on CDs, Playaways, videos, or podcasts if available.

**CRP8:** Utilize critical thinking to make sense of problems and persevere in solving them.

**CRP9:** Model integrity, ethical leadership and effective management.

**CRP10:** Plan education and career paths aligned to personal goals.

**CRP11:** Use technology to enhance productivity.

**CRP12:** Work productively in teams while using cultural global competence.

- Use document camera or overhead projector for shared reading of texts.

Other:

- Use Microsoft Word, Inspiration, or SmartBoard Notebook software to write the words from their word sorts.
- Use available technology to create concept maps of unit learning.

**Instructional Strategies:  
Supports for English Language Learners:**

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (realia)	Charts	In pairs or partners
Manipulatives	Graphic organizers	In triads or small groups
Pictures & photographs	Tables	In a whole group
Illustrations, diagrams, & drawings	Graphs	Using cooperative group structures
Magazines & newspapers	Timelines	With the Internet (websites) or software programs
Physical activities	Number lines	In the home language
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from <https://wida.wisc.edu>

**Media Literacy Integration**

- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading and comprehension skills.

**Global Perspectives**

- [The Global Learning Resource Library](#)

**Differentiation Strategies:**

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/ expectations
Repeat/confirm directions	Increase task structure (e.g., directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding (e.g., writing, reading aloud, answering questions in class)	Individualized assessment tools based on student need
Audio Books	Utilize prereading strategies and activities: previews, anticipatory guides, and semantic mapping	Modified assessment grading

