

# CURRICULUM

## Family and Consumer Science

### **INTERIOR DESIGN**

(Elective Course)

#### **Supports Academic Learning Expectation # 1**

Students and graduates of Ledyard High School will read and write critically and effectively for a variety of purposes

#### **Supports Academic Learning Expectation # 4**

Students and graduates of Ledyard High School will employ effective research and study skills

Approved by Instructional Council  
6/10/08

## STUDENT LEARNING OBJECTIVES

### Interior Design

As a result of family and consumer sciences education, students independently and collaboratively will be able to:

GOAL: District Goal # 1 (State Standard #1) Integrate multiple roles and responsibilities in family, work, and community settings	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<i>Students will know how to:</i>  1.2 Demonstrate transferable and employability skills in school, community and workplace settings	<i>Students will be able to:</i>  a. Analyze potential career choices to determine the knowledge, skills, and attitudes associated with each career

**STUDENT LEARNING OBJECTIVES**

**Interior Design**

As a result of family and consumer sciences education, students independently and collaboratively will be able to:

GOAL: District Goal # 2 (State Standard #2)	
Evaluate management practices related to the human, economic, and environmental resources	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>2.1 Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital</p> <p>2.2 Analyze the relationship of the environment to family and consumer resources</p> <p>2.4 Evaluate the effects of technology on individual and family resources</p>	<p><i>Students will be able to:</i></p> <p>a. Apply management and planning skills and processes to organize tasks and responsibilities</p> <p>b. Analyze how individuals and families make choices to satisfy needs and wants</p> <p>c. Apply consumer skills to decisions about housing, utilities, and furnishings</p> <p>a. Analyze individual and family responsibility in relation to the environment trends and issues</p> <p>b. Summarize environmental trends affecting families and future generations</p> <p>a. Summarize types of technology that affect family and consumer decision-making</p>

## STUDENT LEARNING OBJECTIVES

### Interior Design

As a result of family and consumer sciences education, students independently and collaboratively will be able to:

<p>GOAL: District Goal # 8 (State Standard # 11)</p> <p>Integrate knowledge, skills, and practices required for careers in housing, interiors, and furnishings</p>	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>11.1 Analyze career paths within the housing, interiors, and furnishings industry</p> <p>11.2 Evaluate housing design concepts in relation to available resources and options</p> <p>11.3 Evaluate the use of housing and interior furnishings and products in meeting specific design needs</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>a. Explain the roles and functions of individuals engaged in housing, interiors, and furnishings careers</li> <li>b. Analyze opportunities for employment</li> <li>c. Summarize education, training, and credentialing requirements and opportunities for career paths in housing, interiors, and furnishings</li> </ul> <ul style="list-style-type: none"> <li>a. Apply the principles and elements of design when selecting products and materials for the final project</li> <li>b. Analyze the psychological impact that the principles and elements of design have on the individual</li> <li>c. Analyze the effects that the principles and elements of design have on aesthetics and function</li> <li>d. Apply principles of human behavior such as ergonomics and anthropometrics to the design of housing, interiors, and furnishings</li> </ul> <ul style="list-style-type: none"> <li>a. Research and analyze various types of products and materials , including but not limited to floor coverings, wall coverings, textiles, window treatments, furniture, lighting fixtures, kitchen and bath fixtures and equipment while considering care, maintenance, safety, and environmental protection issues</li> <li>b. Select products and materials based on the analysis to use in producing story boards for a final project</li> <li>c. Compare the cost and quality of various interior furnishings, appliances and equipment</li> </ul>

## STUDENT LEARNING OBJECTIVES

### Interior Design

As a result of family and consumer sciences education, students independently and collaboratively will be able to:

<p>GOAL: District Goal # 8(State Standard # 11) - Continued</p> <p>Integrate knowledge, skills, and practices required for careers in housing, interiors, and furnishings</p>	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>11.4 Demonstrate computer-aided drafting design, blueprint reading, and space planning skills required for the housing, interiors, and furnishings industry</p> <p>11.5 Analyze influences on architectural and furniture design and development</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>a. Explain basic information provided on blueprints</li> <li>b. Evaluate floor plans for efficiency and safety in areas including but not limited to traffic patterns, storage, and electrical and mechanical systems</li> <li>c. Draw an interior space to a mathematically accurate scale using correct architecture symbols and drafting skills</li> </ul> <ul style="list-style-type: none"> <li>a. Research and describe features of furnishings that are characteristic of various historical periods</li> <li>b. Explain how prosperity, mass production, and technology are related to the various periods</li> <li>c. Illustrate the development of architectural styles throughout history</li> <li>d. Compare and contrast historical architectural details to current housing and interior design trends</li> <li>e. Analyze house styles and architectural features used in the community by researching at least ten local houses</li> </ul>

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### Interior Design

As a result of family and consumer sciences education, students independently and collaboratively will be able to:

<p>GOAL: District Goal # 8(State Standard # 11) - Continued</p> <p>Integrate knowledge, skills, and practices required for careers in housing, interiors, and furnishings</p>	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>11.6 Evaluate client’s needs, goals, and resources in creating design plans for housing, interiors, and furnishings</p> <p>11.7 Apply design knowledge, skills, processes, and theories and oral, written and visual presentation skills to communicate design ideas</p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> <li>a. Analyze human needs, safety, space and technology as they relate to housing and interior design goods</li> <li>b. Assess community, family, and financial resources needed to achieve clients’ housing and interior goals</li> <li>c. Assess a variety of available resources for housing and interior design, including ergonomic and anthropometric data</li> <li>d. Create in written form a family profile to be used to identify the client’s needs for their final project</li> <li>e. Critique design plans that address their future needs, goals and resources</li> <li>f. Justify in written form design solutions relative to their needs by creating a philosophy of design</li> </ol> <ol style="list-style-type: none"> <li>a. Demonstrate illustrative sketching, presentation of color, materials, and furnishings in each story board created for their final project</li> <li>b. Create a walking tour of their final project in writing</li> </ol>