

**Course Title: Housing**

<b>Unit: 1</b>	<b>Housing Acquisition</b>
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<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Describe housing needs of individuals and families across the life span.</li> <li>2. Compare factors that influence the options and selection of housing. Examples: needs and wants, location, safety and security, energy efficiency, aesthetic preference, mobility, maintenance, zoning laws, trends, cost, income, architectural styles, floor plan</li> <li>3. Determine procedures for acquiring housing, including interpreting legal agreements in real estate transactions, analyzing financing options, and comparing advantages and disadvantages of renting and owning a home.</li> </ol>
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<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Determine housing needs of individuals and families across the life span.</li> <li>2. Compare factors that influence the options and selection of housing. Examples: needs and wants, location, safety and security, energy efficiency, aesthetic preference, mobility, maintenance, zoning laws, trends, cost, income, architectural styles, floor plan</li> <li>3. Critique procedures for acquiring housing, including interpreting legal agreements in real estate transactions, analyzing Financing options.</li> </ol>
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<b>Essential Question(s):</b>	<p>What are the housing needs of individuals and families across the life span?          What criteria should be used in selecting housing?          What procedures should be followed when making a home purchase?</p>
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<b>Content Knowledge</b>	<b>Suggested Instructional Activities Rigor &amp; Relevance Framework (Quadrant)</b>	<b>Suggested Materials, Equipment and Technology Resources</b>
<p>I. Housing Acquisition            A. Housing Needs of Individuals and Families</p>	<p><b>10 + 5 Discussion:</b>            The teacher discusses how the housing needs of individuals and families across the life span are different and should be considered when acquiring housing.</p> <p><b>PowerPoint Presentation</b>            Housing Needs of Families Across the Life Span</p>	<p>Lead Questions</p> <p>PowerPoint Presentation            Computer            CTX</p>

<p>B. Factors that Influence the Options and Selection of Housing</p> <ol style="list-style-type: none"> <li>1. Needs and wants</li> <li>2. Location</li> <li>3. Safety and security</li> <li>4. Energy efficiency</li> <li>5. Aesthetic preference</li> <li>6. Mobility</li> <li>7. Maintenance</li> <li>8. Zoning laws</li> <li>9. Trends</li> <li>10. Cost</li> <li>11. Income</li> <li>12. Architectural styles</li> <li>13. Floor plans</li> </ol> <p>C. Procedures for Acquiring Housing</p> <ol style="list-style-type: none"> <li>1. Interpreting legal agreements in real estate transactions</li> <li>2. Analyzing financing options</li> <li>3. Renting and owning a home <ol style="list-style-type: none"> <li>a. Advantages</li> <li>b. Disadvantages</li> </ol> </li> </ol>	<p><b>Poster:</b> Create a poster depicting the six stages of the family life cycle.</p> <p><b>Portfolio:</b> Students create a portfolio representing factors that influence the selection of housing. Students conduct research on the factors and write a description in their portfolio on how each factor influences individuals and families at each stage of the life span. Report Out.</p> <p><b>PowerPoint Presentation:</b> Procedures for Acquiring Housing</p> <p><b>Seatwork/Deliberation:</b> Students define the meaning of terms in mortgages, real estate contracts, and lease agreements.</p>	<p>Guidelines for Poster Computers Internet Web sites References Rubric Lead Questions Poster Paper or Boards Lettering Guides or Die Cut Machine Art Supplies</p> <p>Guidelines for Activity Computers Internet Web sites References Lead Questions Rubrics</p> <p>PowerPoint Presentation Computer CTX</p> <p>Guidelines for Activity Computers Internet Web sites References Lead Questions Rubrics List of Terms</p>
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<p><b>Guest Speaker:</b> A real estate agent discusses real estate contracts and lease agreements.</p>	<p>Arrangements for Guest Speaker Lead Questions</p>
<p><b>Guest Speaker:</b> A loan officer discusses different types of financing options available for housing acquisition.</p>	<p>Arrangements for Guest Speaker Lead Questions</p>
<p><b>Buying a Home Guidebook:</b> Students develop a “Buying a Home Guidebook” to distribute in the community.</p>	<p>Guidelines for Activity Computers Internet Web sites References Lead Questions Rubrics List of Terms</p>
<p><b>Field Trip:</b> Students take a field trip to a local apartment complex. They develop a set of questions on apartment living to ask the manager of the apartment complex.</p>	<p>Arrangements for Field Trip Permission Forms Lead Questions</p>
<p><b>Renting an Apartment Brochure:</b> Students design a brochure for an apartment complex to use as a marketing tool in the community. Share Out.</p>	<p>Guidelines for Activity Computers Internet Web sites References Lead Questions Rubrics Art Supplies Telephone Directory</p>
<p><b>Poster:</b> Students create a poster of the advantages of renting and owning a home.</p>	<p>Guidelines for Activity Computers Internet Web sites References Lead Questions Rubrics</p>

		Art Supplies
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<b>Unit Assessment:</b>	Class Participation, Poster, Deliberation Activity, Student Designed Assessment, Portfolio, Guest Speaker Questions, Buying a Home Guidebook, Renting an Apartment Brochure, and Rubrics
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<b>Unit/Course CTSO Activity:</b>	Life Planning STAR Event: Have students investigate the cost of going to college including tuition, housing and living expenses. Students participate in other STAR Events - Career Investigation, Applied Technology, Entrepreneurship, Focus on Children, Interpersonal Communications, Job Interview, and Life Event Planning.
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<b>Unit/Course Culminating Product:</b>	Marketing Brochure for an Apartment Complex
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<b>Course/Program Credential(s):</b>	<input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input checked="" type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input checked="" type="checkbox"/> Other: AAFCS Pre-Professional Assessment - Housing
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**Course Title: Housing**

<b>Unit: 2</b>	<b>Architecture and Planning</b>
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<p><b>Content Standard(s) and Depth of Knowledge Level(s):</b></p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Interpret building construction terms, local codes, and symbols used in the planning and construction of housing.</li> <li>2. Identify architectural styles of houses throughout history.</li> <li>3. Determine ways remodeling and renovating can meet the housing needs of individuals and families.</li> <li>4. Design floor plans to meet individual and family needs across the life span.</li> <li>5. Evaluate the benefits of a well-designed landscape when planning a home.</li> </ol>
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<p><b>Learning Objective(s) and Depth of Knowledge Level(s):</b></p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Illustrate building construction terms, local codes, and symbols used in the planning and construction of housing.</li> <li>2. Classify architectural styles of houses throughout history.</li> <li>3. Interpret how remodeling and renovating can meet the housing needs of individuals and families.</li> <li>4. Design floor plans to meet individual and family needs across the life span.</li> <li>5. Assess the benefits of a well-designed landscape when planning a home.</li> <li>6. Determine the process for recording deeds.</li> <li>7. Explain the Homestead Act and its importance in filing taxes.</li> </ol>
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<p><b>Essential Question(s):</b></p>	<p>What are the architectural styles of housing?          Why is it important for consumers to understand building construction terms, local codes, and symbols used in the planning and constructing of housing?          What are factors that influence a client’s decision to remodel instead of purchasing a new home?          How are needs for housing for the elderly different from a middle-aged family?          What are the benefits of a well-designed landscape?          How do the needs of individuals and families influence the design of floor plans?</p>
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<b>Content Knowledge</b>	<b>Suggested Instructional Activities Rigor &amp; Relevance Framework (Quadrant)</b>	<b>Suggested Materials, Equipment and Technology Resources</b>
<p>II. Architecture and Planning</p> <p>A. Planning and Construction of Housing</p> <ol style="list-style-type: none"> <li>1. Building construction terms</li> <li>2. Local codes</li> <li>3. Symbols</li> </ol>	<p><b>Web Quest:</b>            Students research building construction terms, local building codes, and architectural symbols used in planning and constructing housing.</p> <p><b>Guest Speaker:</b>            A building inspector discusses the process of</p>	<p>Computers            Internet            Web Quest</p> <p>Arrangements for Guest Speaker            Lead Questions</p>

<p>B. Architectural Styles</p>	<p>planning and construction a home.</p> <p><b>Scenarios:</b> Students are provided with scenarios of individuals and families who are building a home. They react to the case studies by providing the individual or family with the necessary information to answer their questions or address their problems associated with planning and constructing their home.</p> <p><b>PowerPoint Presentation:</b> Architectural Styles</p> <p><b>Architectural Styles Handbook:</b> Students research architectural styles and create a handbook describing the architectural styles of homes throughout history.</p>	<p>Guidelines for Activity Computers Internet Web sites References Rubrics Lead Questions Scenarios</p> <p>PowerPoint Presentation Computer CTX</p> <p>Guidelines for Activity Computers Internet Web sites References Rubrics Lead Questions Art Supplies</p>
<p>C. Designing Floor Plans</p>	<p><b>Guest Speakers:</b> An architect, construction company representative, and housing code representative from the City/County Government discuss their careers and how they help consumers plan, build, or remodel homes.</p> <p><b>PowerPoint Presentation:</b> Designing Floor Plans</p> <p><b>Teacher Demonstration:</b> The teacher demonstrates how to design floor plans to meet the client’s specifications.</p>	<p>Arrangements for Guest Speakers Lead Questions Paper, Graph Paper, Pencils, Art Gum Erasers, Architectural Supplies (Scale, Square, etc.), Handouts</p> <p>PowerPoint Presentation Computer CTX Sample Floor Plans</p> <p>Floor Plans Supplies Equipment</p>

<p>D. Benefits of a Well-Designed Landscape</p>	<p><b>Floor Plan Scenarios:</b> Using floor plans provided by the teacher and a scenario, students renovate or remodel an individual's or families' house to meet the needs and wants of the individual or family represented in the scenario.</p> <p><b>Floor Plan Project:</b> Draw floor plans for your dream home.</p> <p><b>Field Trip:</b> Students participate in a field trip to a house under construction. They complete the following activities:</p> <ul style="list-style-type: none"> <li>• Using a measuring tape, students actually measure the dimensions of the house</li> <li>• Using stakes and string, students map out the scale of the house</li> </ul> <p><b>10 +5 Discussion:</b> Having a well-designed landscape adds value to a home and can prevent damage to the home.</p> <p><b>Debate/ Symposium:</b> Present information either in symposium or class debate form on benefits of well-designed landscape.</p>	<p>Guidelines for Activity Rubric Computer Internet Web sites References Floor Plans Scenarios Lead Questions</p> <p>Guidelines for Activity Rubric Computer Internet Web sites References Floor Plans Lead Questions Graph Paper Pencils Art Gum Erasers Architectural Supplies (Scale, Square, etc.),</p> <p>Arrangements for Field Trip Lead Questions Tape Measures String and Stakes</p> <p>Lead Questions</p> <p>Guidelines for Activity Computer Internet Web sites References</p>
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	<p><b>Guest Speaker:</b> A landscaper discusses the benefits of a well-designed landscape.</p> <p><b>Landscape Project:</b> Students are provided a picture of a home and the location of the home. They plan the landscape for the home that adds beauty to the home and is suited for the location. Share Out.</p>	<p>Lead Questions</p> <p>Arrangements for Speaker Lead Questions</p> <p>Guidelines for Activity Computers Internet Web sites References Landscaping Magazines Landscaping Ads</p>
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<b>Unit Assessment:</b>	Web Quest, Poster, Field Trip, Debate, Symposium, Scenarios, Floor Plan Project, Class Participation, and Rubrics
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<b>Unit/Course CTSO Activity:</b>	<p>Members plan and execute a landscaping project and develop it for use as an FCCLA Chapter Service Project or Chapter Showcase STAR Event.</p> <p>Members participate in other STAR Events - Career Investigation, Applied Technology, Entrepreneurship, Focus on Children, Interpersonal Communications, Job Interview, and Life Event Planning.</p> <p>Members participate in the FCCLA National Programs in Action: Community Service.</p>
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<b>Unit/Course Culminating Product:</b>	<p>Floor Plan Project</p> <p>Architectural Styles Handbook</p> <p>Floor Plans</p> <p>Landscape Project</p>
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<p><b>Course/Program Credential(s):</b>   <input type="checkbox"/> Credential   <input type="checkbox"/> Certificate   <input checked="" type="checkbox"/> Postsecondary Degree   <input checked="" type="checkbox"/> University Degree</p> <p><input checked="" type="checkbox"/> Other: AAFCS Pre-Professional Assessment - Housing</p>
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**Course Title: Housing**

<b>Unit: 3</b>	<b>Backgrounds and Furnishings</b>
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<p><b>Content Standard(s) and Depth of Knowledge Level(s):</b></p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>9. Apply elements of art and principles of design when making decisions about the exterior and interior of the home, including use of the color wheel.</li> <li>10. Compare factors that affect furniture and equipment design and selection. Examples: lifestyle, status, cost, maintenance, durability, suitability, special needs</li> <li>11. Critique the quality of furniture and equipment based on price, material, workmanship, construction details, and style.</li> <li>12. Evaluate background treatments for the interior of the home, including basic textiles, floor and wall coverings, window styles and treatments, and various forms of lighting.</li> </ol>
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<p><b>Learning Objective(s) and Depth of Knowledge Level(s):</b></p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Demonstrate understanding of the elements of art and principles of design.</li> <li>2. Analyze factors that affect the design and selection of furniture and equipment.</li> <li>3. Classify the quality of furniture and equipment based on price, materials, workmanship, construction details, style, and existing or planned interior treatments.</li> <li>4. Critique background treatments for the interior of the home, including basic textiles, floor and wall coverings, window styles and treatments, and various forms of lighting.</li> </ol>
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<p><b>Essential Question(s):</b></p>	<p>How do color schemes and elements and principles of design affect the interior and exterior design of a home?          What design modifications can be made to benefit a client in a wheel chair?          What are the characteristics of quality furniture and equipment?          What factors affect the design and selection of equipment and furnishings?          What guidelines should a consumer follow when selecting background treatments for the interior of a home?</p>
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>III. Backgrounds and Furnishings            A. Making Decisions About the Exterior and Interior of a Home                1. Elements of art                2. Principles of design</p>	<p><b>10 + 2 Discussion:</b>            Teacher discusses the how interior designers make decisions about how the elements of art and principles of design are used to create pleasing interiors.</p> <p><b>PowerPoint Presentation:</b>            Making Decisions on Interior and Exterior Design                • Principles of Design</p>	<p>Lead Questions</p> <p>PowerPoint Presentation            Computer            CTX</p>

<p>B. Factors that Affect Furniture and Equipment Design and Selection</p> <ol style="list-style-type: none"> <li>1. Lifestyle</li> <li>2. Statutes</li> <li>3. Cost</li> <li>4. Maintenance</li> <li>5. Durability</li> <li>6. Suitability</li> <li>7. Special needs</li> </ol> <p>C. Quality of Furniture and Equipment</p> <ol style="list-style-type: none"> <li>1. Price</li> <li>2. Material</li> <li>3. Workmanship</li> </ol>	<ul style="list-style-type: none"> <li>• Elements of Art</li> <li>• Color</li> </ul> <p><b>Poster on Elements of Design:</b> Students select photographs of a room from magazine. They display the photos on a poster and write a critique about the elements of design.</p> <p><b>Project Booklet:</b> Students create a booklet by compiling photographs representing the elements of art and principles of design used in the interiors exhibited in the photos. They critique the decisions made by the interior designer. They describe how the elements and principles of design were used in designing the interiors. They describe what they liked about the design and what they disliked about the design.</p> <p><b>Quick Write:</b> Students quickly write paragraphs on how each factor is used in the selection of furniture and equipment. The teacher discusses answers with the class.</p> <p><b>PowerPoint Presentation:</b> Judging the Quality of Furniture and Equipment</p>	<p>Guidelines for Activity</p> <p>Computers Internet Web sites References Rubrics Lead Questions Magazines Art Supplies Digital Camera</p> <p>Guidelines for Poster</p> <p>Computer Internet Web sites References Rubrics Lead Questions Magazines Art Supplies, Digital Camera</p> <p>Lead Questions</p> <p>PowerPoint Presentation Computer CTX</p>
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<p>4. Construction details 5. Style</p> <p>D. Background Treatments for the Home</p> <ol style="list-style-type: none"> <li>1. Basic textiles</li> <li>2. Floor and wall coverings</li> <li>3. Window styles and treatments</li> <li>4. Forms of lighting</li> </ol>	<p><b>Research:</b> Students create a portfolio including 20 styles of furniture. They include samples photos of the material, workmanship, construction details, price and name of each style. The following website can be used for the activity. <a href="http://www.connectedlines.com/styleguide/software.htm">http://www.connectedlines.com/styleguide/software.htm</a></p> <p><b>PowerPoint Presentation:</b> Background Treatments of the Home</p> <ul style="list-style-type: none"> <li>• Textiles/Fabrics</li> <li>• Floor Coverings</li> <li>• Wall Coverings</li> <li>• Window Styles/Treatments</li> <li>• Lighting</li> </ul> <p><b>Field Trips:</b> Students select a room they would like to design and decorate. Students participate in field trips to a Flooring Store, Paint Store, Lighting Store and Fabric Store. Students collect samples of the materials they can use in their design project. They create a presentation board and present to class.</p> <p><b>Family Room Design Project:</b> Students are provided a case study of an individual or family. They design a family room to meet the needs of the family. They create a presentation board to display their design.</p> <p><b>Pictorial Activity:</b> Students are provided with pictures of the interior of</p>	<p>Guidelines for Poster Computer Internet Web sites References Rubrics Lead Questions Magazines Art Supplies Digital Camera <a href="http://www.connectedlines.com/styleguide/software.htm">http://www.connectedlines.com/styleguide/software.htm</a></p> <p>PowerPoint Presentation Computer CTS Samples</p> <p>Make Arrangements for Field Trip Lead Questions List of Samples Needed</p> <p>Guidelines for Poster Computer Internet Web sites References Rubrics Lead Questions Magazines Art Supplies</p> <p>Guidelines for Activity Pictures</p>
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	homes that show background treatments. They critique the use of the background treatments used in the pictures. Share Out.	Rubric
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<b>Unit Assessment:</b>	Research, Booklet, Poster, Presentation Board, Pictorial Activity, Class Discussion, and Rubrics
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<b>Unit/Course CTSO Activity:</b>	Applied Technology STAR Event relating to content in this unit. Students participate in other STAR Events - Career Investigation, Applied Technology, Entrepreneurship, Focus on Children, Interpersonal Communications, Job Interview, and Life Event Planning
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<b>Unit/Course Culminating Product:</b>	Family Room Design Projects Project Booklet
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<b>Course/Program Credential(s):</b> <input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input checked="" type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input checked="" type="checkbox"/> Other: AAFCs Pre-Professional Assessment - Housing
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**Course Title: Housing**

<b>Unit: 4</b>	<b>Maintenance and Safety</b>
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<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>13. Describe home maintenance techniques and benefits of each.</li> <li>14. Create a safety plan for the home, including proper insurance coverage.</li> <li>15. Analyze techniques to organize space in the home.</li> <li>16. Demonstrate simple home repairs. Examples: simple plumbing, caulking</li> <li>17. Describe environmental and ecological issues relating to housing decisions. Examples: hybrid construction materials, energy saving, retro-fitting, co-housing, interior air quality</li> </ol>
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<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Summarize home maintenance techniques and benefits of each.</li> <li>2. Create a safety plan for the home, including proper insurance coverage.</li> <li>3. Illustrate techniques to organize space in the home.</li> <li>4. Demonstrate simple home repairs. Examples: simple plumbing, caulking</li> <li>5. Describe environmental and ecological issues relating to housing decisions. Examples: hybrid construction materials, energy saving, retro-fitting, co-housing, interior air quality</li> </ol>
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<b>Essential Question(s):</b>	<p>What safety and maintenance issues should be considered when planning to buy or build a home?          What techniques are used to maintain one’s home?          What information needs to be included in a home safety plan?          How can space be organized in a home?          How do you perform simple home repairs?          How do environmental and ecological issues influence the maintenance and safety of the home?</p>
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<b>Content Knowledge</b>	<b>Suggested Instructional Activities Rigor &amp; Relevance Framework (Quadrant)</b>	<b>Suggested Materials, Equipment and Technology Resources</b>
IV. Maintenance and Safety A. Home Maintenance Techniques	<b>PowerPoint Presentation:</b> Home Maintenance <ul style="list-style-type: none"> <li>• Home Maintenance Techniques</li> <li>• Home Maintenance Products</li> </ul>	PowerPoint Presentation Computer CTX Lead Questions Products

<p>B. Safety Plan</p>	<p><b>Green Cleaning Project:</b> Students research how consumers can “go green” in the products they use to maintain the home. They describe techniques as well as recipes for creating these products. Report Out.</p> <p><b>10 +2 Discussion:</b> Discussion of techniques and benefits of home safety.</p> <p><b>Home Safety Portfolio:</b> Students create a Home Safety Portfolio including a floor plan of the home showing the location of smoke detectors, fire extinguishers and routes for fire escapes. Also, they select a homeowner’s insurance plan and explain how an inventory of all the items and costs will be created and maintained.</p>	<p>Guidelines for Activity Computers Internet Web sites References Lead Questions Rubric</p> <p>Lead Questions</p> <p>Guidelines for Activity Computers Internet Web sites References Lead Questions Rubric</p>
<p>C. Organization of Space</p>	<p><b>Storage Project:</b> Students select four photographs of different rooms of a house. They identify places in each room used for storage. They recommend a space saver for each room and explain the benefits. Share Out.</p>	<p>Guidelines for Activity Computers Internet Web sites References Lead Questions Rubric Magazines</p>
<p>D. Simple Home Repairs</p>	<p><b>Teacher Demonstrations:</b> The teacher demonstrates simple home repairs.</p> <p><b>Student Demonstration:</b> Students are given a simple home repair to complete. They research the steps in making the simple home repair. They demonstrate to the class how to make the home repair.</p>	<p>Equipment Supplies</p> <p>Guidelines for Activity Computers Internet Web sites References Lead Questions Rubric Magazines</p>

<p>E. Environmental and Ecological Issues Relating to Housing</p> <ol style="list-style-type: none"> <li>1. Hybrid construction materials</li> <li>2. Energy saving</li> <li>3. Retro-fitting</li> <li>4. Co-housing</li> <li>5. Interior air quality</li> </ol>	<p><b>PowerPoint Presentation:</b> Environmental and Ecological Issues</p> <p><b>Living “Green” Handbook:</b> Students develop a handbook for consumers on products and strategies they can use to make homes more “green.”</p> <p><b>Newspaper Article:</b> Students write a newspaper article on an environmental or ecological issue that impact tasks performed in the home.</p> <p><b>Blog:</b> Students research an environmental or ecological issue related to housing. They post their problem and solution on a class created blog. All students in class respond to the importance of the issue and if the issue can be solved.</p>	<p>Repair Supplies and Equipment</p> <p>PowerPoint Presentation Computer CTX</p> <p>Guidelines for Handbook Computers Internet Web sites References Rubrics</p> <p>Guidelines for Article Computers Internet Web sites References Lead Questions Rubric</p> <p>Guidelines for Activity Computers Internet Web sites References Lead Questions Rubric Class Created Blog</p>
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<p><b>Unit Assessment:</b></p>	<p>Rubric, Checklist, Observation, Discussion, Group Demonstration, Poster, Living “Green” Handbook, Newspaper Article, Blog, and Class Participation</p>
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<p><b>Unit/Course CTSO Activity:</b></p>	<p>FCCLA National Programs in Action: Choose an environmental or ecological issue related to housing and create a plan for national action. Students participate in other STAR Events - Career Investigation, Applied Technology, Entrepreneurship, Focus on Children, Interpersonal Communications, Job Interview, Recycle/Redesign, and Life Event Planning.</p>
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<b>Unit/Course Culminating Product:</b>	Newspaper article about an environmental or ecological issue Living "Green" Handbook
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**Course/Program Credential(s):**  Credential  Certificate  Postsecondary Degree  University Degree  
 Other: AAFCS Pre-Professional Assessment - Housing



**Course Title: Housing**

<b>Unit: 5</b>	<b>Planning Space</b>
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<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <p>18. Critique aspects of a well-designed house, including elements of a functional kitchen, bath, and home office.          Examples: cabinet layout, countertops</p> <ul style="list-style-type: none"> <li>• Interpreting drawings and computer-aided design</li> <li>• Explaining technological advances in home designs          Examples: thermal and moisture protection, energy efficiency</li> <li>• Identifying ecological advances in home design</li> </ul>
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<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Evaluate a well designed house including the elements of a functional kitchen, bath and home office.</li> <li>2. Analyze drawings and computer-aided designs.</li> <li>3. Compare technological advances in home designs.</li> <li>4. Evaluate ecological advances in home design.</li> </ol>
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<b>Essential Question(s):</b>	<p>How do you interpret drawings and computer-aided designs?          What are the benefits of a well designed house?          What technological advances are used in home design?          What ecological advances have been made in home design?</p>
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<b>Content Knowledge</b>	<b>Suggested Instructional Activities Rigor &amp; Relevance Framework (Quadrant)</b>	<b>Suggested Materials, Equipment and Technology Resources</b>
<p>V. Planning Space</p> <p>A. Aspects of a Well-Designed House</p> <ol style="list-style-type: none"> <li>1. Functional kitchen</li> <li>2. Functional bath</li> <li>3. Functional home office</li> </ol>	<p><b>10+2 Discussion:</b>          Teacher discusses what the aspects of a well-designed house are.</p> <p><b>PowerPoint Presentation:</b>          Functional Kitchen Design</p>	<p>Lead Questions</p> <p>PowerPoint Presentation          Computer          Internet          Kitchen Designs          CTX</p>

**Booklet:**

Students will create a booklet with photos of the six kitchen layouts. They describe the positive and negative points displayed in the photos. Share Out.

**PowerPoint Presentation:**

Functional Bathroom Design

**Project:**

Students design a bathroom that has five universal design features. Sketch the floor plan and create a sample board.

**PowerPoint Presentation:**

Designing a Home Office

**Checklist:**

Students make a list of questions you should address when planning an office. They develop a checklist based on the questions listed.

**Case Studies:**

Students are provided with case studies of a client profile for an individual or family. Students design a kitchen, bathroom, and home office that meet the client's specifications. Share Out.

## Guidelines for Activity

Computers  
Internet  
Web sites  
References  
Art Supplies

## PowerPoint Presentation

Computer  
CTX  
Internet  
Bathroom Designs

## Guidelines for Project

Computers  
Internet  
Web sites  
References  
Rubric  
Art Supplies

## PowerPoint Presentation

Computer  
CTX  
Home Office Designs

## Checklist Form

Lead Questions

## Guidelines for Activity

Computers  
Internet  
Web sites  
Media  
Supplies  
References  
Magazines  
Case Studies  
Lead Questions

<p>B Interpreting Drawings and Computer-Aided Drawings</p>	<p><b>Guided Practice:</b> Teacher provides samples of drawings and computer aided drawings. Students label symbols on drawings (doors and windows). Students use the following website to design a kitchen, bath and home office. <a href="http://www.plan3d.com/pages/InteriorDesignFeatures.aspx">http://www.plan3d.com/pages/InteriorDesignFeatures.aspx</a></p>	<p>Guidelines for Project Art Supplies Styrofoam Board Sample Blue Prints Computer Aided Drawings</p>
<p>C. Technological Advances in Home Designs</p>	<p><b>Critique of Articles:</b> Students read and discuss articles on “smart houses.”</p> <p><b>Research Report:</b> Students research a smart house design that was not mentioned in the article. Present the findings to the class.</p>	<p>Articles on Smart Houses Critique Guidelines Computers Internet Web sites References</p> <p>Guidelines for Research Report Computer Internet Website: <a href="http://www.plan3d.com/pages/InteriorDesignFeatures.aspx">http://www.plan3d.com/pages/InteriorDesignFeatures.aspx</a></p>
<p>D. Ecological Advances in Home Design</p>	<p><b>10 +2 Discussion:</b> Teacher explains that Water, Energy and Building materials can contribute to designing an ecological home.</p> <p><b>Research on Ecological Advances:</b> Each student takes the three categories and researches an ecological advancement they can use in their home. Report their findings to the class.</p>	<p>Lead Questions</p> <p>Guidelines for Activity Computers Internet Web sites References Lead Questions Rubric Article is at website: <a href="http://www.msnbc.msn.com/id/12253119/">http://www.msnbc.msn.com/id/12253119/</a></p>

<p><b>Unit Assessment:</b></p>	<p>Research, PowerPoint, Guided Practice, Case Studies, Article Critiques, Checklist, Project, Booklet, Research Report, Classroom Participation, and Rubrics</p>
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<b>Unit/Course CTSO Activity:</b>	FCCLA National Programs in Action: Choose an environmental or ecological issue related to housing and create a plan for national action.
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<b>Unit/Course Culminating Product:</b>	Create a plan for a house that is technologically and ecologically advanced Kitchen Designs Bathroom Designs Home Office Designs
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**Course/Program Credential(s):**  Credential  Certificate  Postsecondary Degree  University Degree  
 Other: AAFCS Pre-Professional Assessment - Housing

**Course Title: Housing**

<b>Unit: 6</b>	<b>Technology and Careers</b>
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<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	Students will: 19. Assess ways technology impacts organizing and maintaining the home. 20. Analyze career options related to housing and interior design.
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<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	Students will: 1. Evaluate how technology impacts organizing and maintaining the home. 2. Compare career options related to housing and interior design.
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<b>Essential Question(s):</b>	What is the impact of technology on organizing and maintaining the home? What are the career options in the field of housing and interior design?
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<b>Content Knowledge</b>	<b>Suggested Instructional Activities Rigor &amp; Relevance Framework (Quadrant)</b>	<b>Suggested Materials, Equipment and Technology Resources</b>
VI. Technology and Careers A. Impact of Technology 1. Organizing the home 2. Maintaining the home	<p><b>10 +2 Discussion:</b>            Teacher discusses the definition of technology (people using what they know to change the environment).</p> <p><b>PowerPoint Presentation:</b>            Impact of Technology</p> <ul style="list-style-type: none"> <li>• Organizing the home</li> <li>• Maintaining the home</li> <li>• Insuring the home</li> </ul> <p><b>Research:</b>            Students select a “high tech” product or service in one of these categories: Appliances, Lighting, Heating and Cooling, Entertainment, Communication, and Security. Using the</p>	<p>Lead Questions</p> <p>PowerPoint Presentation            Computer            CTX</p> <p>Guidelines for Activity            Internet            Computer            Web sites            Art Supplies</p>

<p>B. Career Options Related to Housing and Interior Design</p>	<p>Internet, they create an advertisement promoting and explaining the item or service.</p> <p><b>Presentation:</b> Present findings of research to class.</p> <p><b>Case Studies:</b> Students read a case study at <a href="http://www.pathnet.org/">http://www.pathnet.org/</a> related to new technology in construction. They summarize the article. Share Out.</p> <p><b>Guest Speaker:</b> A CAD specialist introduces how CAD is used to design the exterior and interior of the home.</p> <p><b>Brochure:</b> Students create a brochure introducing a new high tech product or service invented for housing. Share Out.</p> <p><b>Poster:</b> Students select a job or career related to housing. They design a poster that includes the job title, salary, description, skills and aptitudes, and education and training.</p>	<p>Rubric</p> <p>Lead Questions</p> <p>Compute Internet Web sites <a href="http://www.pathnet.org/">http://www.pathnet.org/</a> Case Studies</p> <p>Arrangements for Guest Speaker Lead Questions Computer Internet CAD Software</p> <p>Guidelines for Brochure Computers Internet Web sites References Rubric Art Supplies</p> <p>Computer Internet Web sites References Art Supplies</p>
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<p><b>Unit Assessment:</b></p>	<p>Poster, Research, Report, Presentation, Case Studies, Class Presentation, and Rubrics</p>
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<p><b>Unit/Course CTSO Activity:</b></p>	<p>Students create a new use for an item and enter the new item in the Recycle and Redesign STAR Event.</p>
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**Unit/Course  
Culminating  
Product:**

Brochure introducing a new high tech product or service invented for housing  
Career Poster

**Course/Program Credential(s):**  Credential  Certificate  Postsecondary Degree  University Degree  
 Other: AAFCS Pre-Professional Assessment-Housing