

Course Title: Interior Design I

Unit: 1	Interior Design Industry
----------------	---------------------------------

Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 1. Summarize the history of the design industry. 2. Determine basic characteristics and uses of textiles in the interior design industry. 3. Identify laws, regulations, and educational and licensure requirements for becoming an interior designer.
---	--

Learning Objective(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 1. Create a timeline illustrating the progression of history of interior design. 2. Determine basic characteristics and uses of textiles n the interior design industry. 3. Identify laws, regulations, and educational and licensure requirements for becoming an interior designer.
---	---

Essential Question(s):	<p>What is the history of the interior design industry? What are the characteristics and uses of textiles in the interior design industry? What are the requirements for becoming an interior designer? What laws, regulations, educational requirements, and licensure requirements are required for becoming an interior designer?</p>
-------------------------------	---

Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>I. Interior Design Industry A. History of the Interior Design Industry</p>	<p>10 +2 Discussion: The teacher discusses why it is important for an interior designer to have knowledge about the history of interior design.</p> <p>Timeline/Line-Up: Using Web sites and other resources, students prepare a timeline of the history of the interior design industry.</p>	<p>Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet Web sites Website: http://www.architectureweek.com/2001/0905/culture_1-1.html</p>

<p>B. Textiles</p> <ol style="list-style-type: none"> 1. Characteristics 2. Uses 	<p>PowerPoint Presentation: Textiles Used in Designing Interiors</p> <ul style="list-style-type: none"> • Types of Textiles • Characteristics • Uses • Care <p>Investigation: Students investigate textiles by collecting samples and recording characteristics and uses on the Textiles Worksheet. (Worksheet on website)</p> <p>Field Trip to a Furniture Store: Students participate in a field trip to a furniture store. They identify the types of fabrics/textiles used on furniture and accessories. They read the hand tags to learn about the fabric content and care of the fabric. Observations are recorded on the Furniture Store Fabric Chart. Students share their findings in class.</p> <p>Scenario Activity: Students are provided with scenarios describing an individual's or families' furniture needs for furnishing a new home. Students select pictures of furniture that reflects the need of their clients and discuss the type of fabric that needs to be used on the furniture. Share Out.</p> <p>Case Studies: Students are provided case studies that describe how textiles will be used in a home décor. Based</p>	<p>PowerPoint Presentation Computer CTX Lead Questions</p> <p>Guidelines for Investigation Rubric Computers Internet Website: http://www.uen.org/Lessonplan/preview.cgi?LPid=4338 Lead Questions Text</p> <p>Arrangements for Field Trip Permission Slips Furniture Store Fabric Chart Lead Questions</p> <p>Guidelines for Activity Computers Web sites Internet Housing Magazines Furniture Catalogs/Advertisements Rubric References Art Supplies Scenarios</p> <p>Guidelines for Activity Rubric Computers Internet</p>
--	--	--

<p>C. Requirements for Becoming an Interior Designer</p> <ol style="list-style-type: none"> 1. Laws 2. Regulations 3. Educational 4. Licensure 	<p>on information given, students select the appropriate fabrics for the furnishings and accessories identified in the project. Report Out.</p> <p>PowerPoint Presentation: Requirements for Becoming an Interior Designer</p> <ul style="list-style-type: none"> • Laws • Regulations • Educational • Licensure <p>Research Project: Students research requirements for interior designers from three different states and present their findings to the class.</p> <p>Interview with an Interior Designer Students interview an interior designer and discuss the laws, regulations, educational requirements, and licensure for careers in interior design. Students compile their responses and report them to the class.</p>	<p>Web sites Rubric References Lead Questions Case Studies</p> <p>PowerPoint Presentation Computer CTX Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet Web sites Rubric References Lead Questions</p> <p>Guidelines for Activity Names of Interior Designers Chamber of Commerce Directory Lead Questions</p>
--	--	---

<p>Unit Assessment:</p>	<p>Project Presentations, Research Reports, Case Studies, Textiles Worksheet, Furniture Store Fabric Chart, Scenario Activity, Interview with an Interior Designer, Class Participation, and Rubrics</p>
--------------------------------	--

<p>Unit/Course CTSO Activity:</p>	<p>FCCLA members participate in the Interior Design STAR Event.</p>
--	---

**Unit/Course
Culminating
Product:**

Students create a Timeline/Line-up illustrating the history of interior design.
Case Study on Textiles and Fabric Selections

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

Course Title: Interior Design I

Unit: 2	Client and Interior Designer’s Relationship
----------------	--

Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 4. Determine the impact of client preferences, values, ideals, and budget in creating a design project. 5. Demonstrate appropriate responses to criticism and praise of an individual interior design project.
---	---

Learning Objective(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 1. Create design projects for clients. 2. Evaluate the criticism and praise received from a client on his/her interior design project.
---	---

Essential Question(s):	<p>What factors are most important to clients when acquiring the services of an interior designer? How does an interior designer respond to negative comments made from a client about his/her interior design project?</p>
-------------------------------	--

Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>II. Client and Interior Designer’s Relationship</p> <p>A. Impact of Client on Designer Project</p> <ol style="list-style-type: none"> 1. Preferences 2. Values 3. Ideals 4. Budget 	<p>15 + 5 Discussion: The teacher discusses the importance of an interior designer to have a good relationship with his/her client(s).</p> <p>PowerPoint Presentation: The Client’s Impact on the Design Project</p> <ul style="list-style-type: none"> • Preferences • Values • Ideals • Budget 	<p>Lead Questions</p> <p>PowerPoint Presentation Computer CTX Lead Questions Examples of Relationships</p>

<p>B. Appropriate Response to Client's Reaction to Design Project</p> <ol style="list-style-type: none"> 1. Criticism 2. Praise 	<p>Client's Expectations Scenario Activity: Students are provided with scenarios that describe a client's preferences, values, ideas, and budget that impact the services provided by an interior designer. A description of the design project is provided. Students react to the design project to determine if the factors described in the scenario met the client's expectations. They describe if there are changes that need to be made to meet the client's expectations. Share Out.</p> <p>Independent Study: Students are provided client profiles from the Web site. Students design floor plans for a room meeting the client's profile.</p> <p>10+2 Discussion: The teacher discusses the importance of how an interior designer responds to the reactions of clients when the design project is presented.</p> <p>Teacher Talk: The teacher discusses responses that are appropriate for an interior designer to use in addressing the client's reaction.</p> <p>Continuation of Scenario Activity Using the design project that was described in the Client's Expectations Scenario, students react to the responses made by the client concerning the design project that is included in an additional scenario. Students assume the role as the interior designer of the design project and react to the client. They describe what needs to be done on the design project to meet the client's specifications. Share Out.</p>	<p>Guidelines for Activity Computers Internet Web sites Scenarios Lead Questions References Rubric</p> <p>Guidelines for Activity Computer Internet Website: http://www.uen.org/Lessonplan/preview.cgi?LPid=5735 Lead Questions</p> <p>Lead Questions</p> <p>Lead Questions</p> <p>Guidelines for Activity Computers Internet Web sites Client's Expectations Scenario Scenarios Lead Questions References Rubric</p>
---	---	---

	<p>Drama Presentation: Students dramatize responses to a client's reactions including criticism and praise.</p> <p>Design Project: Students are provided with profiles of clients. Based on information included in the profile, they complete and design project for the client.</p> <p>Presentation: Students present their floor plans from the client's design project. After the presentation, the class responds to the design project based on the client's profile.</p>	<p>Guidelines for Activity Situations Lead Questions</p> <p>Guidelines for Project Computer Internet Web sites References Client Profiles Rubric Lead Questions</p> <p>Guidelines for Presentation Rubric for Presentation Computers Internet</p>
--	--	---

Unit Assessment:	Presentations, Dramatizations, Scenarios, Class Participation, and Rubrics
-------------------------	--

Unit/Course CTSO Activity:	FCCLA members compete in the Interior Design STAR Event.
-----------------------------------	--

Unit/Course Culminating Product:	Design Project and Presentation
---	---------------------------------

Course/Program Credential(s): <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 - Interior Design

Course Title: Interior Design I

Unit: 3	Architectural Design
----------------	-----------------------------

Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 6. Determine the impact of architectural design and decorating styles when planning a client design project. 7. Compare historical architectural details to current housing and interior design trends.
---	--

Learning Objective(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 1. Analyze architectural design and decorating styles when viewing artifacts. 2. Compare historical architectural details to current housing and interior design trends.
---	---

Essential Question(s):	<p>What is the impact of architectural design and decorating styles on interior design projects? How have historical architectural details influenced housing and interior design trends?</p>
-------------------------------	---

Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>III. Architectural Design</p> <p style="padding-left: 20px;">A. Planning a Client Design Project</p> <p style="padding-left: 40px;">1. Architectural design</p>	<p>PowerPoint Presentation:</p> <p>Architectural Design</p> <ul style="list-style-type: none"> • Architectural designs • Decorating styles <p>Portfolio:</p> <p>Students create a portfolio of various architectural designs.</p>	<p>PowerPoint Presentation</p> <p>Computer</p> <p>CTX</p> <p>Lead Questions</p> <p>Photos</p> <p>Website:</p> <p>http://www.uen.org/Lessonplan/preview.cgi?LPid=9042</p> <p>Guidelines for Activity</p> <p>Computers</p> <p>Internet</p> <p>Web sites</p> <p>References</p>

	<p>Scenario Activity: Students are provided with scenarios that contain a client’s profile. They develop a notebook on the type of architectural design for their home and how the home will be furnished to carry out the architectural design. Pictures and descriptions are included in the notebook. Share Out.</p> <p>Student Project: Students decide on the architectural design that they like. They develop a client file for themselves. The file includes a picture of a home that is of the architectural design of their liking and then they select furnishings for the home that compliment the architectural design and details of the home. Pictures and descriptions are included in notebook.</p> <p>Report: Students research current interior design trends. They present their findings to the class. Report Out.</p>	<p>Guidelines for Activity Computers Internet Web sites References Scenarios Rubric Lead Questions Magazines House Planning Magazines Real Estate Guides</p> <p>Guidelines for Activity Computers Internet Web sites References Scenarios Rubric Lead Questions Magazines House Planning Magazines Real Estate Guides</p> <p>Guidelines for Activity Computers Internet Web sites References Case Studies Lead Questions Rubric Magazines</p>
--	--	---

Unit Assessment:	Presentation, Project, Fieldtrip, Research Report, Scenario Activity, Student Project, Class Discussion, and Rubrics
-------------------------	--

Unit/Course CTSO Activity:	FCCLA members compete in the Interior Design STAR Event.
-----------------------------------	--

Unit/Course Culminating Product:	Portfolio of architectural designs.
---	-------------------------------------

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

Course Title: Interior Design I

Unit: 4	Space Planning and Floor Planning
----------------	--

Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 8. Evaluate floor plans to determine interior design functions. 9. Plan residential spaces in relationship to safety, privacy, aesthetic needs, traffic patterns, activity, function, and efficiency to meet client specifications.
---	--

Learning Objective(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 1. Analyze floor plans to determine interior design functions of the space. 2. Select problem areas in sample floor plans. 3. Develop a residential space that meets client specifications and follows the functions of interior design.
---	--

Essential Question(s):	<p>Why is it important for an interior designer to be able to read floor plans? How does an interior designer plan residential space that meets their client’s needs and follows the functions of interior design?</p>
-------------------------------	---

Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>IV. Space Planning and Floor Planning A. Evaluate Floor Plans</p>	<p>10 + 5 Discussion: Teacher discusses the impact that space and flooring planning have on designing interiors.</p> <p>PowerPoint Presentation: Space Planning and Floor Planning</p> <ul style="list-style-type: none"> • Evaluating floor plans • Determining interior design functions <p>Independent Practice: Students create a checklist to evaluate floor plans.</p>	<p>Lead Questions Sample floor plan, LCD projector, ELMO</p> <p>PowerPoint Presentation Computer CTX Lead Questions</p> <p>Guidelines for Activity Computer Internet Web site:</p>

<p>B. Planning Residential Spaces to Meet Client Specifications</p> <ol style="list-style-type: none"> 1. Safety 2. Privacy 3. Aesthetic needs 4. Traffic patterns 5. Activity 6. Function 7. Efficiency 	<p>PowerPoint Presentation: Planning Residential Spaces to Meet Client Specifications</p> <ul style="list-style-type: none"> • Safety • Privacy • Aesthetic needs • Traffic patterns • Activity • Function • Efficiency <p>Guest Speaker: An interior designer or architect discusses space planning as it relates to designing interiors to meet the client’s specifications.</p> <p>Brochure: Students design a brochure for client’s to use to understand how space impacts the design project.</p> <p>Case Studies: Using case studies, students design floor plans to meet the specifications of their clients.</p>	<p>http://www.uen.org/Lessonplan/preview.cgi?LPid=9047 References Lead Questions</p> <p>PowerPoint Presentation Computer CTX Lead Questions</p> <p>Arrangements for Guest Speaker Lead Questions</p> <p>Guidelines for Brochure Rubric Computers Internet Web sites References Art Supplies Lead Questions</p> <p>Guidelines for Brochure Rubric Computers Internet Web sites References Case Studies Lead Questions</p>
---	---	--

	<p>Guest Speaker: Computer-Assisted Design (CAD) Specialist demonstrates how to use CAD to create a floor plan.</p> <p>Guided Practice: Teacher walks through with the students the process of using CAD to create floor plans.</p> <p>Independent Practice: Students design a room using CAD for a client described in a case study. Share Out.</p>	<p>Make Arrangements for Guest Speaker Lead Questions Computer CAD Software CTX Internet</p> <p>Guidelines for Activity Rubric Computers Internet CAD Software Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet CAD Software Lead Questions</p>
--	---	--

Unit Assessment:	Checklist, Brochure, Project, Guided Practice, Independent Practice, Class Participation, and Rubrics
-------------------------	---

Unit/Course CTSO Activity:	FCCLA members participate in the Interior Design STAR Event.
-----------------------------------	--

Unit/Course Culminating Product:	Portfolio of Floor Plans using CAD Brochure
---	--

<p>Course/Program Credential(s): <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 - Interior Design</p>

Course Title: Interior Design I

Unit: 5	Furniture and Interior Treatments
----------------	--

Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 10. Evaluate various types of period furnishings. <ul style="list-style-type: none"> • Comparing types of wood and finishes used in furniture construction, including care required 11. Select background treatments, including flooring, wall treatments, window treatments, lighting, and ceiling treatment according to client specifications. 12. Calculate materials needed for interior design projects. <p>Examples: floor coverings, window treatments, wall coverings, hard surfaces, furnishings, bedding</p>
---	---

Learning Objective(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 1. Evaluate various types of period furnishings. 2. Analyze types of wood and finishes used in furniture construction. 3. Determine the care of types of wood and finishes used in furniture construction. 4. Select flooring according to client specifications. 5. Select wall treatments according to client specifications. 6. Select window treatments according to client specifications. 7. Select lighting according to client specifications. 8. Select ceiling treatment according to client specifications. 9. Calculate materials needed for interior design projects.
---	--

Essential Question(s):	<p>What types of wood and wood finishes are used in furniture construction? Why do interior designers compare types of wood, wood finishes, and care of furniture as they select furniture to meet the needs of their clients? What guidelines are followed by an interior designer when selecting flooring, wall treatments, window treatments, lighting, and ceiling treatments for a client based on their specifications? How does an interior designer calculate the materials need for design projects?</p>
-------------------------------	--

Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
V. Furniture and Interior Treatments A. Period Furnishings 1. Types of period furnishings 2. Types of wood 3. Types of finishes 4. Care required	PowerPoint Presentation: Period Furnishings <ul style="list-style-type: none"> • Types of period furnishings • Types of wood • Types of finishes • Care required 	PowerPoint Presentation Computer CTX Lead Questions

<p>B. Selection of Background Treatments to Meet Client Specifications</p> <ol style="list-style-type: none"> 1. Flooring 2. Wall treatments 3. Window treatments 4. Lighting 5. Ceiling treatments 	<p>Period Furniture Activity: Students collect pictures of furnishings from each of the historical periods. They describe the design and identify the uniqueness of the design as well as what influence the design has on today's furnishings. Report Out.</p> <p>30 + 10 Discussion: Teacher and students discuss furniture styles using Web site information.</p> <p>Furniture Styles Worksheet: Students research furniture styles and complete the furniture styles worksheet on the Web site. Students discuss their answers.</p> <p>Field Trip: Students participate in a field trip to a furniture store. They analyze the construction and styles of furnishings. The store manager conducts a tour of the store. He/she describes how furnishings are arranged in the store.</p> <p>PowerPoint Presentation: Selection of Background Treatments</p> <ul style="list-style-type: none"> • Flooring • Wall treatments • Window treatments • Lighting • Ceiling treatments 	<p>Guidelines for Activity Computers Internet Web sites References Rubrics Magazines Store Ads</p> <p>Computer Internet CTX http://www.uen.org/Lessonplan/preview.cgi?LPid=4289 Lead Questions</p> <p>Guidelines for Activity Computer Internet CTX Website worksheets: http://www.uen.org/Lessonplan/preview.cgi?LPid=4289 Lead Questions</p> <p>Arrangements for Field Trip Permission Slips Lead Questions</p> <p>PowerPoint Presentation Computer CTX Lead Questions</p>
--	---	--

<p>C. Calculate Materials for Interior Design Projects</p> <ol style="list-style-type: none"> 1. Floor coverings 2. Window treatments 3. Wall coverings 4. Hard surfaces 5. Furnishings 6. Bedding 	<p>30 + 10 Discussion: Teacher and students discuss information on furniture construction and design using the Web site.</p> <p>Project: Students participate in the Web site project.</p> <p>Demonstration: Teacher demonstrates how to calculate materials for a design project:</p> <ul style="list-style-type: none"> • Floor coverings • Window treatments • Wall coverings • Hard surfaces • Furnishings • Bedding <p>Math Problems: Students solve math problems for calculating materials for design projects.</p> <ul style="list-style-type: none"> • Floor coverings • Window treatments • Wall coverings • Hard surfaces • Furnishings • Bedding <p>Guest Speaker: An interior designer discusses how they calculate materials for design projects.</p> <p>Case Studies: Students will be provided case studies to calculate the materials used in design projects for the client. Share Out.</p>	<p>Lead Questions</p> <p>Guidelines for Activity Computers http://www.uen.org/Lessonplan/preview.cgi?LPid=5082 Lead Questions Internet CTX</p> <p>Computer Internet CTX http://www.uen.org/Lessonplan/preview.cgi?LPid=5082 Rubric Lead Questions</p> <p>Calculator Floor Plan with Dimensions CTX Computers Web sites Internet</p> <p>Arrangements for Guest Speaker Lead Questions</p> <p>Guidelines for Activity Math Problems Answers Calculators</p>
--	---	---

	<p>Presentation Board: Students are provided with specification for a design project. They select furnishings and interior background treatments for clients based on their need, wants, and budget. A presentation boards are created and presented to class. The class determines if the interior design projects met the needs of and specifications or their clients.</p>	Lead Questions Guidelines for Activity Case Studies Rubric Computers Web sites Internet References Samples Poster Board Art Supplies Lead Questions
--	---	--

Unit Assessment:	Presentation Board, Projects, Math Activity, Furniture Styles Worksheet, Case Studies, Guided Practice, Project, Class Discussion, and Rubrics
-------------------------	--

Unit/Course CTSO Activity:	FCCLA members participate in the design project for the Interior Design STAR Event.
-----------------------------------	---

Unit/Course Culminating Product:	Presentation Boards
---	---------------------

Course/Program Credential(s): <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 - Interior Design

Course Title: Interior Design I

Unit: 6	Design Studio
----------------	----------------------

<p>Content Standard(s) and Depth of Knowledge Level(s):</p>	<p>Students will:</p> <ol style="list-style-type: none"> 13. Determine the facility space, tools, equipment, and furnishings needed to operate an interior design business. 14. Analyze how media design, techniques, and processes are used to design interiors. 15. Apply elements and principles of design to solve specific problems for the selection and design of interiors. 16. Demonstrate skills in sketching furnishings and interior space to create interior designs to meet client specifications. 17. Evaluate a variety of interior design plans in relation to function and design. 18. Utilize technology to create a design project.
--	---

<p>Learning Objective(s) and Depth of Knowledge Level(s):</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Plan an interior design studio. 2. Analyze how media design, techniques, and processes are used to design interiors. 3. Apply elements and principles of design to solve specific problems for the selection and design of interiors. 4. Sketch interior designs according to a teacher provided profile. 5. Evaluate interior design plans in relationship to function and design. 6. Create a design project using CAD or another software program.
--	---

<p>Essential Question(s):</p>	<p>What are the characteristics of a well designed interior design studio? How are media design, techniques, and processes used to create design plans? How are the elements of art and principles of design used to solve design problems? What skills are needed to sketch furnishings and interiors space? How are interior design plans evaluated in relation to function and design? How can technology enhance a designer’s design and presentation?</p>
--------------------------------------	---

Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>VI. Design Studio A. Operating an Interior Design Business 1. Facility space 2. Tools 3. Equipment 4. Furnishings</p>	<p>PowerPoint Presentation: A Design Studio • Facility space • Tools • Equipment • Furnishings</p>	<p>PowerPoint Presentation Computer CTX Lead Questions</p>

<p>B. Designing Interiors</p> <ol style="list-style-type: none"> 1. Media 2. Design techniques 3. Design processes 	<p>Guest Speaker: An interior designer/business owner/or university interior design instructor, discusses the state of the art studio.</p> <p>Field Trip: Students participate in a field trip to an interior design business.</p> <p>Project: Students create the perfect design studio for an interior design business. Share Out.</p> <p>PowerPoint Presentation: Designing Interiors</p> <ul style="list-style-type: none"> • Media • Design techniques • Design processes <p>Teacher Demonstration: The teacher demonstrates media, design techniques, and processes used to design interiors.</p> <p>Guided Practice: Students use media, design techniques, and processes to design interiors.</p>	<p>Make Arrangements for Guest Speaker Lead Questions</p> <p>Arrangements for Field Trip Permission Slips Lead Questions</p> <p>Guidelines for Activity Rubric Computer Internet Web sites References Graph Paper Pencil Sample Design Studio Plans Architectural Scale Square Gum Eraser</p> <p>PowerPoint Presentation Computer CTX Lead Questions</p> <p>Media News Print/Sketch Pad/Poster Board Lead Questions</p> <p>Media Sketch Pad/News Print/Poster Board Lead Questions</p>
---	--	--

<p>C. Solving Problems in the Selection and Design of Interiors</p> <ol style="list-style-type: none"> 1. Elements of art 2. Principles of design 	<p>PowerPoint Presentation: Solving Problems in the Selection and Design of Interiors</p> <ul style="list-style-type: none"> • Elements of art • Principles of design • Use to solve specific problems for the selection and design of interiors <p>Carousel Brainstorm: Sample floor plans with special problems will be presented to the class. Students use the carousel brainstorm method to solve the problems using the elements of art and principles of design.</p> <p>Team Project: Teacher divides students into teams and gives them special projects to solve. Each team will present their findings to the class.</p> <p>Independent Project: Students are given client profiles and they evaluate designs based on how the elements of art and principles of design were used in the design plan. They describe what they would do differently if they had been the interior designer. Share Out.</p>	<p>PowerPoint Presentation Computer CTX Lead Questions Examples</p> <p>Sample Floor Plans Illustrations of Elements and Principles of Design, Poster Board Markers</p> <p>Guidelines for Project Rubric Computers Internet Web sites Lead Questions Special Projects Sample Design Plan, Computer, Software, Printers, Paper, LCD Projector</p> <p>Rubric Computers Internet Web sites Lead Questions Special Projects Sample Design Plan, Computer, Software, Printers, Paper, LCD Projector</p>
<p>D. Sketching Furnishings and Interior Space</p>	<p>Teacher Demonstration: Teacher demonstrates how to sketch furnishings and interior space to create interior designs to meet client specifications.</p>	<p>Media News Print/Sketch Pad Lead Questions</p>

<p>E. Evaluating Interior Design Plans</p> <ol style="list-style-type: none"> 1. Function 2. Design <p>F. Creating a Design Project Using Technology</p>	<p>Guided Practice: Students sketch furnishings and interior space to create interior designs to meet client specifications.</p> <p>Case Studies: Students are provided case studies describing client specifications for a design project. They research and sketch furnishings and interior space to create the interiors for their design project. Share Out.</p> <p>PowerPoint Presentation: Evaluating Interior Design Plans</p> <ul style="list-style-type: none"> • Function • Design <p>Teacher Demonstration: The teacher demonstrates how to evaluate interior design plans in relation to function and design.</p> <p>Evaluating Design Plans Activity: Students are provided with interior design plans. They evaluate the plans in relation to function and design.</p> <p>15 + 10 Discussion: The teacher leads a discussion on how technology is used by interior designers to create a design project.</p> <p>Teacher Demonstration: Teacher demonstrates how to create a design project using technology.</p>	<p>Media News Print/Sketch Pad Lead Questions</p> <p>Guidelines for Activity Rubric Case Studies Computers Internet Web sites References Media Sketch Pad/News Print Lead Questions</p> <p>PowerPoint Presentation Computer CTX Lead Questions Examples</p> <p>Lead Questions Sample Design Plans Guidelines for Function and Design</p> <p>Lead Questions Sample Design Plans</p> <p>Lead Questions</p> <p>Computer Software (CAD) Internet Web sites</p>
--	---	--

	<p>Project: Students select a project to design from a situation created by the teacher. Students use Computer-Assisted Instruction (CAI) to produce a floor plan with sketchings of furniture and interior space. Class evaluates the project for function and design. Students present their project to the class.</p>	<p>Lead Questions</p> <p>Guidelines for Activity Rubric for Activity Computers Internet Web sites Software (CAD) Design Situation Guidelines for Presentation Rubric for Presentations</p>
--	---	--

<p>Unit Assessment:</p>	<p>Interior Design Studio Activity, Design Projects, Guided Practice, Class Discussion, and Rubrics</p>
--------------------------------	---

<p>Unit/Course CTSO Activity:</p>	<p>FCCLA members invite an interior designer to a chapter meeting to discuss the ups and downs of owning a housing-related business. Possible Star Event – Entrepreneurship and Career Investigation</p>
--	--

<p>Unit/Course Culminating Product:</p>	<p>Presentation Boards</p>
--	----------------------------

<p>Course/Program Credential(s): <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 - Interior Design</p>
