

HOUSING AND INTERIOR DESIGN

Consumer and Family Education

Curriculum Standard One: The student will examine a variety of housing needs and the factors that influence them.

Performance Objective	Critical Attributes	Benchmarks/Assessment
1. The student will identify the factors that determine how we meet housing needs.	A. Can the student examine housing choices and determine the underlying factors that influenced those choices?	<ul style="list-style-type: none"> • The student will evaluate a wide variety of housing options and brainstorm in small groups what needs/values the designers were trying to fulfill and why.
2. The student will identify the needs that go beyond basic shelter that our homes fulfill.	A. Can the student identify the many human needs that housing can fulfill?	<ul style="list-style-type: none"> • The student will create a list of all the needs/values that individuals and families consider when making a housing choice.
3. The student will identify how housing trends have changed over time as needs have changed.	A. Can the student evaluate the connections between changing needs and priorities and the changing trends in housing?	<ul style="list-style-type: none"> • The student will evaluate a progression of historical housing examples and identify the needs they originally fulfilled and how those have changed over time.
4. The student will anticipate how future homes might look and the needs they will fulfill.	A. Can the student project how the changing needs of the future might affect housing trends in the next century?	<ul style="list-style-type: none"> • The student will first anticipate what changing needs that future generations will face and how these might alter the housing in the next century.

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Curriculum Standard Two: The student will examine the principles of color and their use in our surroundings.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will examine light theory and the scientific principles of color.</p> <p>2. The student will identify the psychological effects of color.</p> <p>3. The student will examine how color principles relate to the principles and elements of design.</p> <p>4. The student will identify current trends on the use of color.</p>	<p>A. Can the student identify the relationships between light color and the scientific principles of color?</p> <p>A. Can the student explore ways in which color can have a psychological impact on individuals?</p> <p>A. Can the student evaluate color as a design element and how it relates to the other elements and principles of design?</p> <p>A. Can the student identify commonly used and upcoming trends in color schemes for housing and interiors?</p>	<ul style="list-style-type: none"> • The student will examine color samples in a variety of light settings and identify how the quality of light has influenced the color. • The student will identify the scientific principles of color. • The student will explore personal experiences with the psychological impact of color. • The student will identify the ways industry can utilize light color in spaces to alter perceptions and accomplish goals. • The student will research various examples of color and light used as a design element within an interior space. • The student will examine how color and light are integral to the use of all the other design principles and elements. • The student will create a collection of samples of both commonly-used color schemes and of color design trends that are just emerging.

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***Curriculum Standard Three:* The student will examine the elements and principles of design as they relate to housing and interiors.**

Performance Objective	Critical Attributes	Benchmarks/Assessment
<ol style="list-style-type: none"> 1. The student will identify the principles of design as they relate to housing and interiors. 2. The student will identify the elements of design as they relate to housing and interiors. 3. The students will practice evaluating examples and interpreting their use of the principles and elements of design. 	<ol style="list-style-type: none"> A. Can the student identify the Principles of Design as they relate to housing and interiors? A. Can the student identify the Elements of Design as they relate to housing and interiors? A. Can the student evaluate and interpret the use of the Elements and Principles of Design as they relate to housing and interiors? 	<ul style="list-style-type: none"> • The student will identify the Principles of Design and cite at least two examples of how they apply to housing and interiors. • The student will identify the Elements of Design and cite at least two examples of how they apply to housing and interiors. • The student will select a variety of interior design examples and evaluate the designer’s use of the Principles and Elements of Design as he/she plans his/her space.

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Curriculum Standard Four: The student will examine a variety of interior treatments and the effects they produce.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will identify a variety of floor coverings and the advantages/disadvantages of their use.</p>	<p>A. Can the student identify a variety of floor treatments and the advantages and/or disadvantages of their use?</p>	<ul style="list-style-type: none"> • The student will complete an Interior Treatments project which will require him/her to select the floor, window, wall, lighting, and upholstery treatments for at least two different spaces for a hypothetical family. The student will justify the use of each product and predict the cost, maintenance, and wear of the products.
<p>2. The student will identify a variety of window treatments, their construction, effects, and maintenance.</p>	<p>A. Can the student identify a variety of window treatments and evaluate the cost and design factors of their use?</p>	
<p>3. The student will identify a variety of wall treatments, their application, cost, and effect on the surroundings.</p>	<p>A. Can the student identify a variety of wall treatments and evaluate the cost and design factors of their use?</p>	
<p>4. The student will identify a variety of lighting effects, their effect on color, mood, and focal points.</p>	<p>A. Can the student identify the various lighting effects and how their use can affect the overall design elements of the space?</p>	

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Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>5. The student will identify a variety of fabrics and upholstery products, their cost, maintenance, and role in the space.</p>	<p>A. Can the student identify a variety of fabrics and upholstery products and evaluate their appropriate use and maintenance?</p>	

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Curriculum Standard Five: The student will examine the selection, use, and care of interior furnishings.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<ol style="list-style-type: none"> 1. The student will identify the major furniture styles and the design factors that differentiate them. 2. The student will explore the factors involved in furniture selection and purchase. 3. The student will explore the importance and role of accessories in establishing the design function of an interior space. 	<ol style="list-style-type: none"> A. Can the student identify the design factors that differentiate the major furniture styles? A. Can the student analyze furniture samples for a variety of factors that should be considered when selecting furniture? A. Can the student select the appropriate accessories to accomplish specific design goals within a space? 	<ul style="list-style-type: none"> • The student will create a furniture design sample board and identify the design factors that determine the style. • The student will bring in photos of three pieces of furniture from home and identify the influencing style for each piece. • Either through photos/video or field trip, the student will examine and evaluate furniture samples utilizing a variety of selection criteria. • The student will select the appropriate accessories to complete the design of his/her final project space. The selections will meet the goals and design criteria of the “client.”

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Curriculum Standard Six: The student will understand the design and use of exterior spaces as they relate to interior design and function.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will analyze the importance of the design of exterior spaces and their effect on interior spaces.</p> <p>2. The student will identify the factors in an exterior environment that influence the design and function of the interior spaces.</p>	<p>A. Can the student identify the types of exterior spaces and landscaping styles and trends?</p> <p>B. Can the student analyze examples of interior and exterior spaces and how they affect each other?</p> <p>A. Can the student identify factors that could influence the orientation of the structure, the design of complementary landscaping, the access to and from the interior to the exterior spaces and environmental sensitivity of the space?</p>	<ul style="list-style-type: none"> • The student will create a portfolio of pictorial samples of exterior environments and landscaping styles. • The student will analyze the pictorial samples for the ways in which the structure and the environment have influenced each other. • The student will analyze the samples for influencing factors on the designers decisions regarding orientation, landscaping choices, access to and from the structure, and the environmental impact by and to the structure.

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Curriculum Standard Seven: The student will practice the production of professional design renderings of an interior space.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will observe and practice the use of a variety of equipment and tools used in architectural drawings.</p> <p>2. The student will examine a variety of different types of renderings and their purpose.</p> <p>3. The student will produce a design rendering of a space that includes floor plan, elevations, and furniture arrangements.</p>	<p>A. Can the student accurately complete practice exercises utilizing a variety of drafting tools and equipment?</p> <p>B. Can the student differentiate between a variety of renderings and identify their purpose and use?</p> <p>A. Can the student create an accurate and original design and rendering that includes the following: floor plan, elevations, and furniture placement?</p>	<ul style="list-style-type: none"> • Prior to producing a final floor plan, the student will practice the appropriate use of drafting tools and equipment (i.e., T-squares, templates, erasure shields, architectural rulers, etc.). • The student will examine a variety of renderings and identify the purpose of each and the symbols and their use in the design process. • As a final project, the student will create a client design board project that includes the following: <ul style="list-style-type: none"> a. client profile b. floor plan c. elevations d. material samples e. furnishing samples f. accessory samples g. evaluation sheet

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<p>4. The student will produce a display board suitable for a client presentation.</p>	<p>A. Can the student create a client-quality design board that includes the design renderings, sample materials, and photo samples of all design elements?</p>	<ul style="list-style-type: none">• The student will present the display boards and describe the following:<ul style="list-style-type: none">a. use of Elements and Principles of Designb. client goalsc. how selections meet client profile and client goalsd. description of Design Elementse. self-evaluation

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Curriculum Standard Eight: The student will explore a variety of career opportunities relating to housing and interior design.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will increase awareness of the variety of career opportunities relating to housing and interior design.</p> <p>2. The student will explore educational requirements for careers in housing and interior design.</p>	<p>A. Can the student identify a variety of career opportunities that would allow him/her to work in Housing and Interior Design?</p> <p>A. Can the student explore and develop an educational plan to accomplish a career goal working in the Housing and Interior Design industry?</p>	<ul style="list-style-type: none"> • The student will research a Housing and Interior Design related career, utilizing a variety of resources: career center, professional interview , guest speakers, internet, library sources, etc. • The student will select a career option and develop an educational plan that leads to that career, which includes: types of degrees, number of years of education required, prospective educational institutions with that degree program, experiential requirements (internships, student teaching, etc.).