

Arlington Public Schools
“Providing the means to accomplish dreams”

Supportive Information Sheet

Subject: COURSE APPROVAL – INTERIOR DESIGN (WHS)

Action

Page(s): _____ Seventeen (17), including cover _____

Submitted by: _____ Diane Kirchner-Scott,
_____ Executive Director of Teaching & Learning _____

Date: _____ March 9, 2009 _____

Background Information:

The Curriculum Coordinating Committee is requesting your approval to offer Interior Design as a new Career and Technical Education class at Weston High School. This course fulfills a CTE credit or an art equivalency credit.

The Curriculum Coordinating Committee (CCC) provides district oversight by reviewing potential new instructional programs and materials. CCC was presented with this class proposal at their January 22, 2009 meeting and has recommended this class move forward for Board consideration.

The Principal of Weston High School and the CTE Director will be at the School Board meeting to answer any questions about this new class.

Superintendent’s Recommendation:

That the Board approve Interior Design as a new class at Weston High School for the 7th through 8th CAP .250 credit session of second semester 2008/2009.

COURSE, CLASS OR SUPPLEMENTARY PROGRAM

ARLINGTON SCHOOL DISTRICT ADOPTION RECOMMENDATION FORM

Use this form to request approval of courses, classes, or supplementary programs not previously adopted by the Arlington School District Board of Directors.

Course Approval Needed:

<input checked="" type="checkbox"/> this is a new class or course <input type="checkbox"/> this is a new supplementary program	<input type="checkbox"/> this will be a required class <input checked="" type="checkbox"/> this will be an elective class or program
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Title of Course/Class/Program Interior Design

Subject Area (e.g., Social Studies) Family & Consumer Sciences **Grade(s)** 10-12

If High School, Graduation Credit Fulfilled Art ; Elective

If High School, HEC Board Requirement Fulfilled _____

If this is for a sub-group or "targeted" group of students, describe this group of students. alternative ed.

- Check one of the following:
- specific parental permission not required
 - parents must be informed and given an opportunity to "opt out" (attach copy of information sheet)
 - informed, written parental consent required (attach a copy of parent permission form)

Recommendation and Assurances

Approval of this recommendation will conform with: a) applicable state and federal laws; b) the stated goals and objectives of the district; c) Policies of the Board; and d) District Administrative Procedures.

Signature Redacted <hr/> Recommending Educator Signature Signature Redacted <hr/> Principal/Administrator Signature Signature Redacted <hr/> District Administrator Signature	<u>Teri Bravomejia</u> Recommending Educator Name (PRINTED) <hr/> <u>Brett A. Sawyer</u> Principal/Administrator Name (PRINTED) <hr/> <u>Daniel K. Smith</u> District Administrator Name (PRINTED)	<u>10/28/08</u> Date <hr/> <u>10-31-08</u> Date <hr/> <u>1-23-09</u> Date
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Attach COMPLETE written responses to the following. You may attach photocopies from materials and/or program guides.

1. **A course/class syllabus, including the purpose and program goals and objectives**
2. **Relationship to currently approved courses/programs.** What **unmet** needs will this fill? Provide a clear statement of how this class, course, or program will improve student success.
3. **Estimated start-up costs; annual costs; source of funds for start-up/annual costs.**
4. **Potential controversy and plan to minimize controversy.** Is there a reasonable expectation that approval or implementation will be controversial? If yes, describe the likely controversy and the steps (or precautions or modifications) that will be taken that make approval/adoption appropriate.
5. **Parent Notification.** If parent notification or permission will be required, attach a copy of the permission form and/or notification letter.

Interior Design

Instructor: Teri Bravomejia
e-mail address: tbravomejia@asd.wednet.edu
Prerequisites: none



Course Description:

Interior Design is a two semester course that helps students acquire a basic understanding of the elements and principles of design, color theory, space planning, textiles and material, housing decisions and human needs, home furnishings, housing and furniture styles, accessories and equipment, safe and healthy environments, and designs for special needs. Students will also explore a variety of related careers in the interior design, furnishings, and maintenance industry.

Course Goals & Objectives:

1. Students will know how such resources as periodicals, mass media, and the Internet are used in the industry.
2. Students will be able to explain how housing helps individuals satisfy their needs and personal priorities.
3. Students will be able to determine how housing affects the quality of life.
4. Students will understand the design of and use of the various areas of a home.
5. Students will understand the elements and principles of design and their interrelationships.
6. Students understand and apply important aspects of space planning and know the characteristics of interior systems.
7. Students understand the selection of window, wall, and floor treatments.
8. Students understand the selection of furniture and accessories for residential interiors.
9. Students understand the history and events that have influenced the design of furnishings.
10. Students will understand the measurement of interior spaces, including unusually shaped and rounded areas, and how to determine square footage.
11. Students will estimate costs of materials, fabrication, and installation.
12. Students will understand the concept of universal design and describe ways in which to meet clients' needs.
13. Students will understand the career opportunities in the field.
14. Students will develop a portfolio of their work.

During the length of the course students will be instructed through various teaching strategies: Lecture, Discussion, Group Work, Research, Career Exploration, Guest Speakers, Cooperative Learning, Video, and Others.

Through the utilization of a “hands-on” approach to teaching, the student will have an opportunity to gain insight and knowledge by activities, research, participation, in addition to the traditional lectures and assignments.

Materials Needed:

- Paper
- Pencils and/or blue or black ink pens.
- Binder *Students are required to keep an organized class notebook containing class work, worksheets, and graded answer sheets for tests. Such a notebook will facilitate exam studies as well as a verification of grades received for a grading period.

Grading:

Students are expected to work at their maximum potential at all times. Grades are calculated based on a number of points earned divided by the number of points possible. All grades—daily work, participation, test, and project grades are an essential factor in grading results. Late assignments will receive F credit (59%) but must be completed by the student. The following scale determines term grades:

90 – 100%	A
80 – 90%	B
70 – 79%	C
60 – 69%	D
BELOW 60%	F

Course Policies:

Attendance is of utmost importance. If students are absent it is their responsibility to get the information and assignments missed. Students will have the number of days absent to make up the work, work turned in after that time will be considered late. (If you are absent 1 day you will have 1 day to make up the work.) Missed quizzes or tests must be made up at lunch or after school.

Passes will be given out on an as needed basis. Students must not interrupt class to ask for a pass. Only one student may use a pass at a time. Students must sign the pass log when leaving the classroom. If the use of passes is abused passes will no longer be given to students.

Cell phones and other electronic devices are prohibited from use in class.

Respect yourself, respect others, and respect the property.

**Career and Technical Education
Model Curriculum Framework
X Exploratory Preparatory**

**Course Title: Interior Design
Program: F&CS
CIP Code: 19.0601 (180 hours)**

Standards and competencies used in this curriculum framework are from the National Standards for Family and Consumer Sciences.

Performance Tasks/Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Estimate of hours of student learning time	Relevance to Work Washington State Goal 4
<p>Explain how selections in housing, furnishings, and accessories meet social, physical, and psychological needs.</p> <p>Explain how you interact with your housing. Show how you move toward self-actualization through housing.</p> <p>Explain how your housing helps you satisfy your needs and personal priorities.</p> <p>Describe how housing needs change with the life cycle.</p> <p>Compare housing needs with various lifestyles. Determine how housing affects the quality of life.</p> <p>Explain human ecology.</p> <p>Analyze how fads and trends influence choices in decorating.</p> <p>Explain how cultural</p>	<p>11.6 Evaluate client's needs, goals, and resources in creating design plans for housing, interiors, and furnishings.</p> <p>11.6.1 Assess human needs, safety, space, and technology as they relate to housing and interior design goals.</p> <p>11.6.2 Assess community, family, and financial resources needed to achieve clients' housing and interior goals.</p> <p>11.6.3 Assess a variety of available resources for housing and interior design.</p> <p>11.6.4 Critique design plans that address client's needs, goals, and resources.</p> <p>11.6.5 Justify design solutions relative to client needs and</p>	<p>Reading:</p> <p>2.1 Demonstrate evidence of reading comprehension.</p> <p>2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and information text.</p> <p>Communications:</p> <p>1. The student uses listening and observation skills to gain understanding.</p> <p>2. The student communicates ideas clearly and effectively.</p> <p>The Arts:</p> <p>2. The student demonstrates thinking skills using artistic processes.</p> <p>2.1 Applies a creative process in the arts 2.2 Applies a</p>	<p>Critical Thinking Skills:</p> <p>Compare/Contrast Analysis Finding Evidence Evaluation Conclusion</p> <p>Metacognition:</p> <p>Reasoning</p> <p>Applied Thinking Skills:</p> <p>Problem Solving Decision-Making</p> <p>Creative Thinking Skills:</p> <p>Elaboration Originality</p>	<p>Financial Fitness:</p> <p>1.1 The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry experiences</p> <p>1.3 The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understand how to apply those skills.</p> <p>1.6 The student will demonstrate self-advocacy skills by achieving planned, individual goals.</p> <p>2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams and large groups in order to reach common goals.</p>	<p>Resources:</p> <p>Time Money</p> <p>Interpersonal:</p> <p>Participates as a Member of a Team Teachers/Others.</p> <p>New Skills Serves Clients/ Customers Exercises.</p> <p>Leadership Negotiates Works with Diversity.</p> <p>Information:</p> <p>Acquires and Evaluates Information. Organizes and Maintains Information.</p> <p>Systems:</p> <p>C. Improves or Designs Systems.</p>	15	<p>Evaluating the criteria to be used to create an aesthetic and functional environment.</p> <p>Interacting with others in the work-place as an employee or an employer.</p>

<p>values and ideals are expressed through housing, furnishings, and accessories.</p> <p>Identify and evaluate housing alternatives and the factors that influence housing decisions.</p> <p>Identify and compare housing requirements for individuals and families to ensure universal access.</p> <p>Relate historical events to housing.</p> <p>Describe various cultures and housing characteristics.</p> <p>Determine the relationship between societal changes and housing.</p> <p>Analyze concerns about environmental aspects of housing.</p> <p>Relate the effects of economy and housing on each other.</p> <p>Summarize the impact of technology on housing.</p> <p>Identify the role of government in housing decisions.</p>	<p>the design process.</p>	<p>performance process in the arts.</p>				
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<p>Identify and apply the elements and principles of design to evaluate and plan aesthetic and pleasing living environments.</p> <p>Describe the various uses and effects of space, line, shape, form, texture, and color.</p> <p>Evaluate a room design according to its proportion, scale, balance, emphasis, and rhythm.</p> <p>Use the elements and principles of design to select home furnishings and equipment.</p> <p>Use the elements and principles of design to create a room plan with appropriateness, harmony, variety, unity, and function.</p> <p>Evaluate the selection and placement of functional and decorative accessories according to the elements, principles, and goals of design.</p>	<p>11.2 Evaluate housing decisions in relation to available resources and options.</p> <p>11.2.1 Determine the principles and elements of design.</p> <p>11.2.2 Determine the psychological impact that the principles and elements of design have on the individual.</p> <p>11.2.3 Determine the effects that the principles and elements of design have on aesthetics and function.</p>	<p>Reading:</p> <p>1.2 Use vocabulary strategies to comprehend text.</p> <p>2.1 Demonstrate evidence of reading comprehension</p> <p>3.1 Read to learn new information.</p> <p>3.2 Read to perform a task.</p> <p>Communications:</p> <p>Focus attention.</p> <p>1.2 Listen and observe to gain and interpret information.</p> <p>The Arts:</p> <p>1.1 Understand arts concepts and vocabulary</p>	<p>Critical Thinking Skills:</p> <p>Observe</p> <p>Classify Compare/Contrast</p> <p>Analysis</p> <p>Evaluation</p> <p>Creative Thinking Skills:</p> <p>Flexibility</p> <p>Originality</p> <p>Enhancing Behaviors:</p> <p>Inquisitiveness</p> <p>Attending</p>	<p>Community Service Families First Power of One STAR Events</p> <p>1.3 The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understand how to apply those skills.</p> <p>1.5 The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions.</p> <p>2.3 The student will demonstrate skills that assist in understanding and accepting responsibility to family, community, and business and industry.</p> <p>2.6 The student will use knowledge, build interest, guide and influence decisions, organize efforts, and involve members of a group to assure that a pre-planned group activity is completed.</p> <p>2.7 The student will demonstrate the ability to</p>	<p>Resources:</p> <p>Time</p> <p>Material and Facilities</p> <p>Interpersonal:</p> <p>Participates as a Member of a Team Exercises Leadership.</p> <p>Information:</p> <p>Acquires and Evaluates Information.</p> <p>Organizes and Maintains Information.</p> <p>Interprets and Communicates Information.</p>	<p>15</p>	<p>Assessing an environment that meets the principles and elements of design.</p> <p>Evaluating what criteria should be used to create and esthetic and functional environment.</p> <p>Interacting with others in the workplace as an employee or an employer.</p>
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				train others to understand the established rules and expectations, rationale, and consequences and to follow those rules and expectations.			
<p>Identify color terminology and give examples of color schemes.</p> <p>Apply and evaluate color schemes to achieve aesthetically pleasing living environments.</p> <p>Explain the perceptions linked to certain colors. Describe the standard color wheel.</p> <p>Evaluate color according to hue, value, and intensity.</p> <p>Use a color wheel to plan various color harmonies.</p> <p>Explain the science of color perception.</p> <p>Analyze the use of color for psychological effect.</p> <p>Describe three popular color systems.</p> <p>Identify seven common color harmonies.</p> <p>Explain the effect of light on color.</p>	<p>11.2 Evaluate housing decisions in relation to available resources and options.</p> <p>11.2.1 Determine the principles and elements of design.</p> <p>11.2.2 Determine the psychological impact that the principles and elements of design have on the individual.</p> <p>11.2.3 Determine the effects that the principles and elements of design have on aesthetics and function.</p>	<p>Reading:</p> <p>1.2 Use vocabulary strategies to comprehend text.</p> <p>2.1 Demonstrate evidence of reading comprehension.</p> <p>3.1 Read to learn new information.</p> <p>3.2 Read to perform a task</p> <p>Communications Focus attention.</p> <p>1.2 Listen and observe to gain and interpret information.</p> <p>The Arts:</p> <p>1.1 Understand arts concepts and vocabulary.</p>	<p>Critical Thinking Skills:</p> <p>Observe</p> <p>Classify</p> <p>Compare/Contrast</p> <p>Analysis</p> <p>Evaluation</p> <p>Creative Thinking Skills:</p> <p>Flexibility</p> <p>Originality</p> <p>Enhancing Behaviors:</p> <p>Inquisitiveness</p> <p>Attending</p>	<p>Community Service Families First Power of One STAR Events</p> <p>1.3 The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understand how to apply those skills</p> <p>1.5 The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions.</p> <p>2.3 The student will demonstrate skills that assist in understanding and accepting responsibility to family, community, and business and industry.</p> <p>2.6 The student will use knowledge, build interest, guide and influence decisions, organize efforts, and involve members of a</p>	<p>Resources:</p> <p>Time</p> <p>Material and Facilities</p> <p>Interpersonal:</p> <p>Participates as a Member of a Team.</p> <p>Exercises Leadership.</p> <p>Information:</p> <p>Acquires and Evaluates Information.</p> <p>Organizes and Maintains Information.</p> <p>Interprets and Communicates Information.</p>	10	<p>Assessing an environment that meets the principles and elements of design.</p> <p>Evaluating what criteria should be used to create and esthetic and functional environment.</p> <p>Interacting with others in the workplace as an employee or an employer.</p>

				group to assure that a pre-planned group activity is completed.			
				2.7 The student will demonstrate the ability to train others to understand the established rules and expectations, rationale, and consequences and to follow those rules and expectations.			
<p>Define and apply the concept of traffic patterns in designing spaces for living, working, and storage.</p> <p>Map a circulation pattern and evaluate its quality.</p> <p>Identify the specific activities and areas involved in family, work, service, and guest circulation patterns.</p> <p>Determine the utility of a floor plan in relationship to a families needs.</p> <p>Identify the seven types of drawings included in a set of house plans and explain their purposes.</p> <p>Interpret the symbols on a plot plan, foundation/basement plan, floor plan, exterior elevation, electrical plan, and construction detail drawing.</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>11.4.1 Read information provided on blueprints.</p> <p>11.4.2 Examine floor plans for efficiency and safety in areas including but not limited to zones, traffic patterns, storage, electrical, and mechanical systems.</p> <p>11.4.3 Draw an interior space to scale using correct architecture symbols and drafting skills.</p> <p>11.4.4 Arrange furniture placement with reference to principles of design, traffic flow, activity, and existing</p>	<p>Reading:</p> <p>3.1 Read to learn new information.</p> <p>3.2 Read to perform a task.</p> <p>The Arts:</p> <p>2.1 Applies a creative process in the arts.</p> <p>3.2 Uses the arts to communicate for a specific purpos.</p> <p>4.2 Demonstrates and analyzes the connections between the arts and other content areas.</p> <p>Mathematics:</p> <p>5. The student understands how mathematical ideas connect within</p>	<p>Critical Thinking Skills:</p> <p>Observe Patterns</p> <p>Compare/Contrast</p> <p>Point of View</p> <p>Analysis</p> <p>Conclusion</p> <p>Applied Thinking Skills:</p> <p>Problem Solving</p> <p>Decision Making</p> <p>Creative Thinking Skills:</p> <p>Flexibility</p> <p>Originality</p> <p>Enhancing Behaviors:</p> <p>Precision</p>	<p>Power of One:</p> <p>1.1 The student will analyze, refine, and apply decisions-making skills through classroom, family, community, and business and industry experiences</p> <p>2.3 The student will demonstrate skills that assist in understanding and accepting responsibility to family, community, and business and industry</p> <p>2.7 The student will demonstrate the ability to train others to understand the established rules and expectations rationale, and consequences and to follow those rules and expectations</p>	<p>Interpersonal:</p> <p>Participates as a Member of a Team.</p> <p>Exercises</p> <p>Leadership</p> <p>Information:</p> <p>Acquires and Evaluates Information</p> <p>Organizes and Maintains Information.</p> <p>Interprets and Communicates Information.</p> <p>Uses Computers to Process Information.</p> <p>Technology:</p> <p>Selects Technology</p> <p>B. Applies Technology to Task</p>	15	Assisting customers with their individual wants and needs for housing, interiors and furnishings.

	architectural features.	mathematics, to other subject areas, and to real-life situations					
Describe factors to consider in planning living areas. Evaluate and design a living environment to meet individual, family, and group needs and ensure universal access through the lifecycle. List the rooms and activities involved in the living areas of a house. Judge the appropriateness of a living room for a family according to its location, size, and arrangement. Identify a dining room that meets the size and location needs of a specific family. Determine the appropriateness of a family room's location, size, and arrangement for a family. Identify strategies and new technology available to improve space utilization. Recognize various types of entryways according to purpose and location. List possible uses and styles of patios, porches,	11.4 Demonstrate computer-aided drafting design, blueprint reading, and space planning skills required for the housing, interiors, and furnishings industry. 11.4.1 Read information provided on blueprints. 11.4.2 Examine floor plans for efficiency and safety in areas including but not limited to zones, traffic patterns, storage, electrical, and mechanical systems. 11.4.3 Draw an interior space to scale using correct architecture symbols and drafting skills. 11.4.4 Arrange furniture placement with reference to principles of design, traffic flow, activity, and existing architectural features. 11.4.5 Utilize applicable building codes, universal guidelines, and regulations in space planning. 11.7 Demonstrate design ideas through visual presentation.	Reading: 3.1 Read to learn new information. 3.2 Read to perform a task The Arts: 2.1 Applies a creative process in the art. 3.2 Uses the arts to communicate for a specific purpose. 4.2 Demonstrates and analyzes the connections between the arts and other content areas. Mathematics: 5. The student understands how mathematical ideas connect within mathematics, to other subject areas, and to real-life situations. Communications: 1.1 Focus attention. 2.2 Develop content and ideas	Critical Thinking Skills: Observe Patterns Compare/Contrast Point of View Analysis Conclusion Evaluation Applied Thinking Skills: Problem Solving Decision Making Creative Thinking Skills: Flexibility Originality Enhancing Behaviors: Precision	Power of One 1.1 The student will analyze, refine, and apply decisions-making skills through classroom, family, community, and business and industry experiences 1.7 The student will conduct self in a professional manner in practical career applications, organizational forums, and decision-making bodies. 2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams and large groups in order to reach common goals. 2.3 The student will demonstrate skills that assist in understanding and accepting responsibility to family, community, and business and industry. 2.7 The student will demonstrate the ability to train others to understand the established rules and expectations rationale, and consequences and to follow those rules and expectations.	Interpersonal: Participates as a Member of a Team. Exercises Leadership Information: Acquires and Evaluates Information. Organizes and Maintains Information. Interprets and Communicates Information. Uses Computers to Process Information. Technology: Selects Technology B. Applies Technology to Task. Resources: Time Technology: Selects Technology Applies Technology to Task	80	Assessing an environment that meets the principles and elements of design. Evaluating what criteria should be used to create and esthetic and functional environment. Assisting customers with their individual wants and needs for housing, interiors and furnishings. Presenting information to clients and customers in the workplace.

<p>and courts.</p> <p>Identify living-area requirements for individuals with special needs.</p> <p>Describe factors to consider in planning sleeping areas.</p> <p>Evaluate and design a living environment to meet individual, family, and group needs and ensure universal access through the lifecycle.</p> <p>Describe the two main types of bedroom plans.</p> <p>Recognize a well designed bedroom.</p> <p>Arrange bedroom furniture in a style that is attractive and functional.</p> <p>List the three main types of bathrooms and the fixtures they include.</p> <p>Identify strategies and new technology available to improve space utilization.</p> <p>Recognize the need for special features in the bathroom due to heat and moisture.</p> <p>Identify sleeping-area requirements for</p>	<p>11.7.1 Select appropriate studio tools.</p> <p>11.7.2 Prepare renderings, elevations, and sketches using appropriate media.</p> <p>11.7.3 Prepare visual presentations including legends, keys, and schedules.</p> <p>11.7.4 Utilize a variety of presentation media such as photography, video, computer, and software for client presentations.</p>	<p>2.3 Use effective deliver.</p> <p>2.5 Effectively use action, sound, and/or images to support presentations.</p>				
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individuals with special needs.

Describe factors to consider in planning kitchens and utility rooms.

Evaluate and design a living environment to meet individual, family, and group needs and ensure universal access through the lifecycle.

Describe the three centers of the work triangle and plan an efficiently arranged kitchen using any six common floor plans.

Evaluate the location, layout, and efficiency of laundry facilities in relationship to the lifestyle of various households.

List possible uses and layouts of basements. Identify strategies and new technology available to improve space utilization.

Determine the best location on a floor plan for the garage (or carport) and service entries.

List the types and uses of special-purpose rooms, especially home offices, and storage

<p>units.</p> <p>Identify requirements for service areas used by individuals with special needs.</p>							
<p>List the origins, qualities, and uses of natural and manufactured fibers.</p> <p>Evaluate a yarn in terms of the method used to create it and its advantages, disadvantages, and uses.</p> <p>Describe the various types of fabric construction in terms of their production, quality, and uses.</p> <p>Evaluate the appropriateness of a fabric for a specific use within the home.</p>	<p>11.3 Evaluate the use of housing and interior furnishings and products in meeting specific design needs.</p> <p>11.3.1 Research product information, including but not limited to floor coverings, wall coverings, textiles, window treatments, furniture, lighting fixtures, kitchen and bath fixtures and equipment, accessories, and building materials.</p> <p>11.3.2 Select manufacturers, products, and materials considering care, maintenance, safety, and environmental issues.</p> <p>11.3.4 Appraise various interior furnishings, appliances, and equipment which provide cost and quality choices for clients.</p>	<p>Communications:</p> <p>Focus attention.</p> <p>1.2 Listen and observe to gain and interpret information.</p> <p>The Arts:</p> <p>2.1 Applies a creative process in the art.</p> <p>3.1 Uses the arts to express and present ideas and feelings.</p> <p>3.2 Uses the arts to communicate for a specific purpose.</p> <p>Mathematics:</p> <p>5. The student understands how mathematical ideas connect within mathematics, to other subject areas, and to real-life situations.</p>	<p>Critical Thinking Skill:</p> <p>Observe</p> <p>Sequence</p> <p>Classify</p> <p>Compare/Contrast</p> <p>Analysis</p> <p>Evaluation</p> <p>Metacognition:</p> <p>Reasoning</p> <p>Creative Thinking Skills:</p> <p>Originality</p>	<p>Families First Financial Fitness STAR Events</p> <p>1.2 The student will identify and analyze the characteristics of family, community, business, and industry leaders.</p> <p>1.4 The student will apply leadership skills in real-world, family, community, and business and industry applications.</p> <p>2.8 The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings.</p> <p>3.2 The student will demonstrate social responsibility in family, community, and business and industry.</p> <p>3.4 The student will understand the organizational skills necessary to be a successful leader and</p>	<p>Interpersonal:</p> <p>Participates as a Member of a Team.</p> <p>Exercises Leadership</p> <p>Information:</p> <p>Acquires and Evaluates Information.</p> <p>Organizes and Maintains Information.</p> <p>Interprets and Communicates Information.</p> <p>Uses Computers to Process Information.</p> <p>Technology:</p> <p>Selects Technology</p> <p>Applies Technology to Task</p>	<p>10</p>	<p>Interacting with others in the workplace as an employee or an employer.</p> <p>Reading and understanding job related materials.</p>

				citizen and practices those skills in real-life.			
Identify factors that influence trends and cycles in housing and furniture styles.	11.5 Analyze influences on architectural and furniture design and development.	Reading: 1.2 Use vocabulary strategies to comprehend text.	Critical Thinking Skills: Observe Classify	STAR Events 1.5 The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions.	Resources: Time Money Material and Facilities Human Resources	15	Providing potential clients with accurate historical information related to architectural design and period furnishings.
Identify major periods of furniture styles and determine cultural influences.	11.5.1 Explore features of furnishings that are characteristic of various historical periods.	2.1 Demonstrate evidence of reading comprehension.	Compare/Contrast Analysis		Interpersonal: Teachers		
List the distinguishing features of furniture from the Late Renaissance, Baroque, Regent, Rococo, Neoclassic, Directoire, and Empire periods in France.	11.5.2 Consider how prosperity, mass production, and technology are related to the various periods.	3.1 Read to learn new information.	Creative Thinking Skills: Flexibility Originality	2.4 The student will demonstrate skills that assist in understanding and accepting responsibility to family, community, and business and industry.	Others New Skills		
Describe furniture of various styles from the Early, Middle, and Late Renaissance periods in England.	11.5.3 Examine the development of architectural styles throughout history.	Communications: 2. The student communicates ideas clearly and effectively.			Information: Acquires and Evaluates Information. Organizes and Maintains Information.		
Cite the distinguishing features of furniture of Chippendale, Hepplewhite, Sheraton, and Adams brothers.	11.5.4 Compare historical architectural details to current housing and interior design trends.	The Arts: 3.2 Uses the arts to communicate for a specific purpose.		2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams and large groups in order to reach common goals.	Interprets and Communicates Information.		
Differentiate the features of Early American, American Georgian, and Federal furniture styles. Name and describe the regional styles of furniture found in early America.	11.5.5 Consider future trends in architectural and furniture design and development.	3.3 Develops persona aesthetic criteria to communicate artistic choices.		3.1 The student will analyze the roles and responsibilities of citizenship.			
Identify the main features of Twentieth-		4.4 Understands that the arts shape and reflect culture and history.					

Century furniture styles.
Describe the features of
Contemporary,
Traditional, Casual,
Country, and Eclectic
furniture styles.

Style Inlay Motif Cabriole
leg Bulbous form Turned
chair Wainscot chair
Romaine work Split
baluster Japanning
Eclectic Chest Slatback
chair Ladder-back chair
Relief Highboy Lowbay
Secretary Wicker
furniture Rattan furniture
Describe factors that
influence the selection of
home furnishings.

Identify basic furnishings
and equipment needs for
individuals and families
Identify factors that
determine quality in
home furnishings,
accessories, and
equipment.

List and describe the
types of woods used in
furniture construction.

Evaluate the type and
quality of a furniture
joint.

Describe the methods
and materials used in
the construction of
upholstered furniture.

List ways in which
metals and plastics are
used in furniture.

<p>Evaluate the usability of furniture according to its quality, cost, style, size, fabric, ergonomics, and maintenance requirements.</p> <p>Plan furnishings for living environments.</p>							
<p>Students will research careers in the housing, interiors, and furnishings industries and using multiple resources write a research paper</p>	<p>1.2.1 Examine potential career choices to determine the knowledge, skills, and attitudes associated with each.</p> <p>11.1 Analyze career paths within the housing, interiors, and furnishings industry.</p> <p>11.1.1 Determine the roles and functions of individuals engaged in housing, interiors, and furnishings careers.</p> <p>11.1.2 Explore opportunities for employment and entrepreneurial endeavors.</p> <p>11.1.3 Examine education and training requirements and opportunities for career paths in housing, interiors, and furnishings.</p> <p>11.1.4 Examine the impact of housing, interiors, and furnishings occupations on</p>	<p>Writing</p> <p>1.1 Develop concept and design.</p> <p>1.3 Apply writing conventions.</p> <p>2.4 Write for career applications.</p> <p>3.1 Prewrite -generate ideas and gather information.</p> <p>3.2 Draft- elaborate on a topic and supporting ideas.</p> <p>3.3 Revise- collect input and enhance text and style.</p> <p>3.4 Edit- use resources to correct spelling, punctuation, grammar, and usage.</p> <p>3.5 Publish- select a publishing form and produce a completed</p>	<p>Critical Thinking Skills:</p> <p>Compare/Contrast</p> <p>Summary</p> <p>Evaluation</p> <p>Applied Thinking Skills:</p> <p>Decisions Making</p> <p>Goal Setting</p>	<p>Career Connection Power of One Star Events</p> <p>1.3 The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understand how to apply those skills.</p> <p>2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.</p>	<p>Resources:</p> <p>Time</p> <p>Information:</p> <p>Acquires and Evaluates Information.</p> <p>Organizes and Maintains Information.</p> <p>Technology:</p> <p>Selects Technology</p>	<p>20</p>	<p>Employees are hired and evaluated on their training, resources, experience, personal qualities and transferable skills.</p>

	<p>local, state, national, and global economies.</p>	<p>writing project to share with chosen audience.</p> <p>Reading</p> <p>3.1 Read to learn new information.</p> <p>3.3 Read for career applications.</p> <p>The Arts</p> <p>4.5 Demonstrates knowledge of arts careers and the role of arts skills in the world of work.</p>					
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