

Family and Consumer Science: HOUSING AND INTERIOR DESIGN

Grade Level: 9, 10, 11, 12
Length: 1 Semester (18 weeks)

Essential Understanding:

Integrate knowledge, skills, and practices required for careers in housing and interior design.

Course Objectives and Expectations:

1. Evaluate housing and design concepts and theories, including green design, in relation to available resources and options.
2. Analyze design and development of architecture, interiors, and furnishings through the ages.
3. Apply housing and interior design knowledge, skills and processes to meet specific design needs.
4. Demonstrate design ideas through visual presentation.
5. Explore career paths within the housing, interior design, and furnishings industries.

Student Objectives:

Students will:

1. Describe how housing affects quality of life and is a reflection of needs and values.
2. Compare housing needs with various lifestyles.
3. Relate historical events to housing.
4. Relate the impact of the economy and technology on housing.
5. Discuss the advantages and disadvantages of renting and buying houses.
6. Identify traditional, modern, and contemporary exterior house styles.
7. List ways to modify housing for people with physical disabilities.
8. Demonstrate how to use color along with the elements and principles of design to decorate interior spaces.
9. Identify appropriate textiles for various household uses.
10. Explain how wall, ceiling, floor, and window treatments serve as interior backgrounds
11. List factors to consider when selecting household appliances.
12. Explain way to make homes safe and secure.
13. Describe several careers that are related to the field of housing.

<i>PACING – 18 WEEK SEMESTER COURSE</i>	<i>STANDARDS</i>
Weeks 1, 2 Housing and human needs, influences on housing	NSFCS 11.1, 11.4, 11.5, 11.6 MCS CTE 2, 3, 4 RST.9-10.2; 11-12.2; 11-12.9
Weeks 3, 4 Resources for housing decisions, acquiring housing	NSFCS 11.4, 11.6 MCS CTE 2, 3, 4 RST.9-10.4; 11-12.4
Weeks 5, 6 Evolution of exteriors, understanding house plans, house construction	NSFCS 11.4, 11.5, 11.6 MCS CTE 2, 3, 4 RST.9-10.4; 11-12.4
Weeks 7, 8, 9 Elements and principles of design, using color effectively	NSFCS 11.2 MCS CTE 2, 3, 4 RST.9-10.4; 11-12.4 RST.9-10.5; 11-12.5
Weeks 10, 11, 12 Textiles for the home, interior backgrounds, lighting, windows and accessories	NSFCS 11.2, 11.3, 11.4, 11.5, 11.6 MCS CTE 2, 3, 4 RST.9-10.4; 11-12.4 RST.9-10.5; 11-12.5
Weeks 13, 14 Selecting household equipment; furnishings	NSFCS 11.3 MCS CTE 2, 3, 4 RST.9-10.4; 11-12.4 RST.9-10.5; 11-12.5
Weeks 15, 16 Keeping homes safe and secure, house maintenance	NSFCS 11.3, 1.4, 11.5, 11.6 RST.9-10.4; 11-12.4 RST.9-10.5; 11-12.5
Weeks 17, 18 Impact of technology on housing, future trends in housing, careers in the housing field	NSFCS 11.1, 11.4, 11.5 MCS CTE 2, 3, 4 RST.9-10.5; 11-12.5 WHST.9-10.2d; 11-12.1d

MONTANA CORE STANDARDS

Family and Consumer Science classes are designed to supplement the College and Career Readiness (CCR) standards in reading, writing, speaking, listening, and language as well as in mathematics. Montana Core Standards encompass CCR standards, and the following MCS standards are addressed in Housing and Interior Design for students in grades 9-12:

- RST.9-10.2 Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
- RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
- RST.9-10.5 Analyze the structure of the relationships among concepts in a text, including relationships among key terms.

- RST.9-10.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments, and knowledge derived from American Indian cultures), noting when the findings support or contradict previous explanations or accounts.
- WHST.9-10.1d Establish and maintain a formal style and objective tone while attending to the norms and Conventions of the discipline in which they are writing.
- RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
- RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
- RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations, and knowledge derived from American Indian cultures) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
- WHST.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and Conventions of the discipline in which they are writing.

MONTANA STANDARDS FOR CAREER AND VOCATIONAL TECHNICAL EDUCATION

Career and Vocational/Technical Education programs include Agriculture, Business and Marketing, *Family and Consumer Sciences*, Industrial Technology and Trades and Industry. CTE programs focus on career preparation, resource management, communication, technical skill development, applied academics, technological literacy, and personal skills and leadership.

Career Content Standards indicate what all students should know, understand and be able to do in a specific content area. Benchmarks define our expectations for students’ knowledge, skills and abilities along a developmental continuum in each content area. That continuum is focused at three points—at the end of grade 8, the end of one high school course, and the completion of six units of vocational coursework.

The following standards are addressed in Housing and Interior Design for CTE Benchmark II (grade 9-12):

MCS, CTE Standard 1, Benchmark II

Students experience various career opportunities and assess personal career pathways.

1. Explore and identify personal interests, aptitude and ability and develop strategies to achieve tentative career goals.
2. Utilize local resource to research career plans.

MCS, CTE Standard 2, Benchmark II

Students demonstrate an understanding and apply principles of Resource Management (i.e., financial, time, personal management)

2. Prioritize, allocate time, prepare and follow schedule to complete a project.
3. Apply appropriate time to task.
4. Use physical wisely to accomplish a goal.

MCS, CTE Standard 3, Benchmark II

Students acquire and utilize personal and leadership skills to become successful, productive citizens.

1. Demonstrate active leadership skills by participation in group activities and projects.
2. Demonstrate positive personal and work ethics.
3. Demonstrate skills to be a production citizen.
5. Demonstrate appreciation for diverse perspective needs and characteristics.
6. Practice several methods of communication.

MCS, CTE Standard 4, Benchmark II

In today’s technology-driven society, students must be able to use tools, materials and processes to improve task completion and transfer technical skills within a variety of workplace settings.

1. Practice technical skills and procedures required for an occupation.
2. Practice safe and appropriate use of technology.
3. Select the appropriate tools, equipment and procedures for the task.

NATIONAL STANDARDS FOR FAMILY AND CONSUMER SCIENCES EDUCATION

Area of Study 11.0: Housing and Interior Design

Comprehensive Standard: Integrate knowledge, skills, and practices required for careers in housing and interior design.

Content Standards

Competencies

<p>11.1 Analyze career paths within the housing, interior design, and furnishings industries.</p>	<p>11.1.1 Explain the roles and functions of individuals engaged in housing and interior design careers.</p> <p>11.1.2 Analyze career paths and opportunities for employment and entrepreneurial endeavors.</p> <p>11.1.3 Summarize education, training, and credentialing requirements and opportunities for career paths in housing and interior design.</p> <p>11.1.7 Analyze the attitudes, traits, and values of professional responsibility, accountability and effectiveness required for careers in housing and interior design.</p>
<p>11.2 Evaluate housing and design concepts and theories, including green design, in relation to</p>	<p>11.2.1 Evaluate the use of elements and principles of design in housing and commercial and residential interiors.</p> <p>11.2.3 Analyze the effects that the principles and elements of design have on aesthetics and function.</p>

available resources and options.

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| 11.3 Apply housing and interior design knowledge, skills and processes to meet specific design needs. | 11.3.1 Analyze product information, including but not limited to floor coverings, wall coverings, textiles, window treatments, furniture, lighting fixtures, kitchen and bath fixtures and equipment.
11.3.2 Evaluate manufacturers, products, and materials considering environmental protection, care and maintenance, and safety issues.
11.3.5 Examine the impact of housing, interiors, and furnishings on the health, safety, and welfare of the public. |
| 11.5 Analyze design and development of architecture, interiors, and furnishings through the ages. | 11.5.1 Describe features of furnishings that are characteristic of various historical periods.
11.5.2 Explain societal and technological trends on periods of architecture and interior design through the ages.
11.5.4 Compare and contrast historical architectural details to current housing and interior design trends. |
| 11.6 Evaluate client's needs, goals, and resources in creating design plans for housing and residential and commercial interiors. | 11.6.1 Assess financial resources needed to improve interior space.
11.6.2 Assess client's community, family, and financial resources needed to achieve housing and interior design goals.
11.6.3 Assess a variety of available resources for housing and interior design, including ergonomic and anthropometric data.
11.6.5 Justify design solutions relative to client needs, including diversity and cultural needs, and the design process. |
| 11.7 Apply design knowledge, skills, processes, and theories and oral, written, and visual presentation skills to communicate design ideas. | 11.7.4 Utilize a variety of presentation media such as photography, video, computer, and software for client presentations.
11.7.6 Create floor plans using architectural drafting skills and computer aided design software. |

Resources

- **Montana Standards for Career And Vocational Technical Education**
<http://opi.mt.gov/pdf/Standards/ContStds-CareerTech.pdf>
- **National Standards for Family and Consumer Sciences Education**
Copyright © 2008-2018
<http://www.nasafacs.org/national-standards-and-competencies.html>
- **Montana Common Core**
http://opi.mt.gov/Curriculum/montCAS/MCCS/index.php#gpm1_2