Course Description
Housing and Interior Environments provides students with the opportunity to study the elements required to create an attractive and functional living space. This course introduces students to the wide variety of careers in the field of housing and interiors through hands-on activities. Technology and actual sample materials are used to develop projects related to architecture and interior design. Creativity and application of the elements and principles of design are emphasized.

Scope And Sequence

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<th>Unit</th>
<th>Instructional Topics</th>
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<td>1. Housing is a universal need</td>
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<td>2. Housing and society</td>
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<td>3. The impact of technology</td>
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<td>4. Careers in housing and interior environments</td>
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<tr>
<td>5 Week(s)</td>
<td>Architectural Design</td>
<td>1. Early homes</td>
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<td>2. Homes from the 18th century to today</td>
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<td>3. Designing homes for today and tomorrow</td>
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<td>3 Week(s)</td>
<td>Using Design</td>
<td>1. The elements of design</td>
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<td>2. Color and the design process</td>
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<td>3. Principles of design</td>
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<tr>
<td>5 Week(s)</td>
<td>Planning Interior Environments</td>
<td>1. Developing a design plan</td>
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<td>3. Completing and presenting the design</td>
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Course Rationale
The Family and Consumer Science Department courses use hands-on activities to assist young adults in obtaining the knowledge and skills required to meet the challenges of living and working in a diverse, global society. Our unique focus is on the interrelationship of individuals, families and work.

Enduring Understandings
1. Housing satisfies both human wants and needs.
2. Architecture styles transition to satisfy changing trends in lifestyle.
3. The elements and principles of design are guidelines to assist a wide range of designers in creating harmonious living spaces.
4. There are a wide variety of career opportunities related to housing and interior environments.
5. There are ten recommended steps to follow in developing a design plan which are pleasing to families or individuals.

Key Resources
Homes Today and Tomorrow Glencoe McGraw Hill 2002

Board Approval Date
May 24, 2012

Course Details
Unit: Homes Are For People
Duration: 5 Week(s)
HS Housing and Interior Environment I
Family and Consumer Science

Unit Overview
This unit covers how housing fits human needs, cultural influences on housing, technology in the home and careers in housing and interior and environments.

Enduring Understandings
1. Housing has evolved from natural shelters to permanent, comfortable shelters.
2. A group’s culture affects the type, style, arrangement, and furnishings of its homes.
3. High technology is helping to create more useful and efficient features and systems in homes, often while lowering energy use.
4. Knowing your abilities, aptitudes, values, and interests is an important first step in choosing a rewarding career.

Essential Questions
1. How does the physical need for shelter affect housing styles?
2. How do you think that technology will change people’s homes in the future.
3. Why do you think employers rank dependability and having a positive attitude as top employability skills?

Example Assessment Items
Housing Across the World presentation
Resume and Mock Interviews

Academic Vocabulary
Barrier free design
Universal design
Telecommute
Automated management systems
Green building

**Topic:** Housing is a universal need  
**Duration:** 10 Day(s)

**Learning Targets**
- The student will define housing and describe how it has evolved.
  
  **Assessment:** Unit 1 test.

- The student will analyze needs.
  
  **Assessment:** Unit 1 test.

- The student will describe how housing needs change through the life cycle.
  
  **Assessment:** Teacher assessment.

- The student will identify how culture and social trends influence housing.
  
  **Assessment:** Rubric.

- The student will assess the importance of building homes that follow the concept of universal design.
  
  **Assessment:** Teacher assessment.

- The student will explain the major ways government and nongovernmental organizations influence housing.
  
  **Assessment:** Speaker report.

- The student will define housing and briefly describe how it has evolved.

- The student will analyze the basic physical and psychological needs that housing satisfies.

- The student will compare and contrast housing needs among people of different ages and life stages.

**Topic:** Housing and society  
**Duration:** 5 Day(s)

**Description**
This topic covers how housing reflects cultural views and values and identifies social trends that affect housing.

**Learning Targets**
- The student will describe how housing reflects cultural views and values.

- The student will identify social trends that affect housing.

- The student will explain the major ways in which government influences housing.

**Topic:** The impact of technology  
**Duration:** 5 Day(s)

**Description**
This topic covers the role of technology for the construction of homes.

**Learning Targets**
- The student will analyze the role of technology in home construction.
The student will evaluate the benefits and drawbacks of different natural and manufactured materials used in home construction.

The student will describe the three basic methods of home construction.

The student will evaluate the role of high technology in homes today.

<table>
<thead>
<tr>
<th>Topic: Careers in housing and interior environments</th>
<th>Duration: 5 Day(s)</th>
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<tbody>
<tr>
<td><strong>Description</strong></td>
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<tr>
<td>The students will investigate a wide variety of careers in the housing and interior environment field.</td>
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<table>
<thead>
<tr>
<th>Learning Targets</th>
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<tbody>
<tr>
<td>The student will determine how personal characteristics relate to career decisions.</td>
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<tr>
<td>Assessment: Evaluation of student performance on assessment items.</td>
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</tbody>
</table>

| The student will identify resources for career information. |   |
| The student will develop a career plan. |   |
| The student will identify the steps in getting a job. |   |
| The student will identify the skills necessary for keeping a job. |   |

<table>
<thead>
<tr>
<th>Unit: Architectural Design</th>
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<td><strong>Unit Overview</strong></td>
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<tr>
<td>This unit will describe how housing is influenced by the different cultures and the surrounding environments. Students will be able to analyze the characteristics of early English, German and Dutch, Swedish, Spanish, and French homes in North America.</td>
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<table>
<thead>
<tr>
<th>Enduring Understandings</th>
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<tbody>
<tr>
<td>1. Foreign styles were adapted to the climates and cultures of the New World, creating a wide range of American housing styles.</td>
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<td>2. Historical events, such as immigration and wars, affected housing in the 18th, 19th and 20th centuries, and still do today.</td>
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<td>3. Home buyers are dictating new developments in housing design, which include features that make living as simple and comfortable as possible for everyone in the home.</td>
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<table>
<thead>
<tr>
<th>Essential Questions</th>
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<tr>
<td>1. How does climate influence the design of homes?</td>
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<td>2. How has technological and social changes influenced housing of the time?</td>
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<td>3. How do the zoning laws allowing commercial buildings in the same neighborhood as resident buildings affect a community?</td>
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<table>
<thead>
<tr>
<th>Example Assessment Items</th>
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<tr>
<td>Housing Styles Portfolio</td>
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<tr>
<td>Housing Styles Models</td>
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<td>Unit Exam</td>
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<table>
<thead>
<tr>
<th>Academic Vocabulary</th>
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<tr>
<td>Gable</td>
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<td>Bungalow</td>
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<td>Fanlight</td>
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<tr>
<td>Hip Roof</td>
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<tr>
<td>Mansard Roof</td>
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<td>Pediment</td>
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<td>Pilaster</td>
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<td>Portico</td>
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<thead>
<tr>
<th>Topic: Early homes</th>
<th>Duration: 10 Day(s)</th>
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<tr>
<td><strong>Learning Targets</strong></td>
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<tr>
<td>The student will describe how Native American housing was influenced by culture and environment.</td>
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<tr>
<td>Assessment: Teacher assessment.</td>
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| The student will analyze characteristics of homes built by early settlers in North America. |     |
| Assessment: Rubric for home model. |                     |

| The student will evaluate how events in American History affect housing design. |     |
| Assessment: Unit 2 test. |                     |

| The student will compare and contrast housing styles of 18th, 20th and 21st century. |     |
| Assessment: Scoring rubric. |                     |

| The student will evaluate historical housing elements that influence current design. |     |
The student will analyze the uniqueness of housing design of the 20th and 21st century.
Assessment: Peer assessment.

**Unit Overview**

This unit will cover the principles and elements of good design and why they are useful.

**Enduring Understandings**

1. When used with the principles of design, the five basic elements of design can help ensure the success of a design project.
2. A color can be described in terms of its hue, intensity and value. Various types of color schemes can be created by using the color wheel.
3. The terms proportion and scale both refer to size relationships within an object. Scale refers mainly to relationships on one object to another.

**Essential Questions**

1. How can the texture of an object affect the appearance of its color?
2. Why are trendy colors or color schemes likely to be popular for only a period of time?
3. How might you deal with scale in a home where some family members are larger than average and others are smaller than average?

**Example Assessment Items**

- Principles and Elements display project.
- Color Wheel project
- Unit Exam

**Academic Vocabulary**

- Accented neutral
- Analogous color scheme
- Complementary color scheme
- Monochromatic color scheme
- Triadic color scheme
- Asymmetrical balance
- Symmetrical balance

**Topic: The elements of design**

**Duration: 5 Day(s)**

**Learning Targets**

The student will describe the elements of good design and why they are useful.
Assessment: Unit 5 test.

The student will demonstrate ways to create specific effects using line, space, texture, form and color.
Assessment: Rubric.

The student will communicate color ideas using specific terms related to the qualities of color.
Assessment: Rubric.
The student will identify characteristics of various color schemes.
   Assessment: Rubric.

The student will describe factors to consider when planning color schemes.
   Assessment: Unit 5 test.

The student will describe the principles of good design and explain why they are useful.
   Assessment: Unit 5 test.

The student will demonstrate ways to create specific effects using scale, proportion, rhythm, balance, emphasis, unity and variety.
   Assessment: Rubric.

The student will assess the importance of balancing unity and variety.
   Assessment: Unit 5 test.

### Topic: Color and the design process  
#### Duration: 5 Day(s)

**Learning Targets**
- The student will analyze how color can be used to create moods and illusions.
- The student will explain how primary colors are used to produce other colors on the color wheel.
- The student will describe the effects of intensity and value on various hues.
- The student will identify the characteristics of different types of color schemes.
- The student will describe factors to consider when planning a color scheme.

### Topic: Principles of design  
#### Duration: 5 Day(s)

**Learning Targets**
- The student will analyze ways that proportion is used in effective design.
- The student will analyze scale and the ways it is used in design.
- The student will implement the types of balance.
- The student will explain the ways to achieve various types of rhythm.
- The student will describe how to create emphasis.
- The student will assess the importance of balancing unity with variety.

### Unit: Planning Interior Environments  
#### Duration: 5 Week(s)
Unit Overview
This unit will identify the steps in developing a design plan and the importance of client's wants and needs.

Enduring Understandings
1. There are ten recommended steps to follow in developing a design plan which involves taking several types of inventories.
2. The backgrounds of a room are an essential part of its design, some background materials reduce energy consumption in the home.
3. The elements and principles of design are used to create a style. The color scheme, backgrounds, furnishings, lighting, and accessories in the design plan all contribute to the style.

Essential Questions
1. How is timing involved in the initial stage of a design plan?
2. Why might you want a ceiling to appear lower?
3. How does an elevation differ from a floor plan?

Example Assessment Items
Design Board
Unit Exam
Floor Plan Model

Academic Vocabulary
Cabriole
Japanning
Veneer
Open floor plan
Closed floor plan
Zoning laws

Topic: Developing a design plan
Duration: 5 Day(s)

Learning Targets
The student will identify the first five steps in developing a design plan.
The student will analyze the importance of learning about client's characteristics.
The student will describe factors to examine when taking an inventory of an existing environment.
The student will complete a scale drawing of a room and its furnishings.
The student will explain how to develop a preliminary budget.
The student will evaluate the importance of having a design resource file.

Topic: Choosing backgrounds
Duration: 10 Day(s)

Learning Targets
The student will explain what backgrounds are and why they are important.
The student will assess the fiber content of various home textiles and backgrounds.
The student will evaluate various types of floor coverings for specific uses.
The student will compare the characteristics and uses of various wall coverings.
The student will suggest options for ceilings.
The student will describe characteristics of various window treatments.

Topic: Completing and presenting the design
Duration: 10 Day(s)

Learning Targets
The student will describe the final five steps in the design process.
The student will identify factors to consider when planning how to use a space.
The student will evaluate the advantages of computer-aided design.
The student will suggest a style and a color scheme for an interior design project.
The student will compare various types of visual representations used by interior designers.
The student will demonstrate how to implement a design plan.