

Interior Design I (19205)

Curriculum Map 2026–2027

Mrs. Jessica DeVries

Semester Course | 18 Weeks

Schedule: 5 days/week, 50 minutes

Career Cluster: Arts, A/V Technology & Communications

Interior Design I introduces students to the interior design profession and develops skills in design elements and principles, historical and current design influences, space and floor planning, interior components, furniture selection, client needs, budgeting, and professional design presentations. The course emphasizes practical application of design concepts through hands-on projects and real-world design problems.

Course Units & Learning Overview

Unit	Time	SD Standards	Focus	Key Skills Developed	Major Assessments
Introduction to Interior Design & Careers	1 week	FID 1.1, FID 1.2	Interior design careers, pathways & professional practices	Career research, professional awareness, industry skill identification	Career exploration & reflection
History & Current Design Trends	2 weeks	FID 2.1, FID 2.2	Historical influences & current interior design trends	Historical analysis, style recognition, trend analysis	Design history/style comparison project
Elements of Design	2 weeks	FID 3.1	Line, shape/form, space, color & texture	Visual analysis, design application, creative decision-making	Elements of Design portfolio & room analysis
Principles of Design	2 weeks	FID 3.2	Balance, rhythm, emphasis, proportion/scale, harmony/unity	Design evaluation, arrangement & visual problem-solving	Room critique & redesign activity
Color & Design Application	1 week	FID 3.1, FID 3.2	Applying color and design relationships to interiors	Color selection, design coordination & visual communication	Color scheme/design board
Space & Floor Planning	3 weeks	FID 4.1, FID 4.2	Space planning, floor plans, elevation drawings & scale drawings	Measuring, scale drawing, traffic-flow analysis & floor-plan interpretation	Scaled floor plan & space-planning project
Interior Components & Architectural Elements	2 weeks	FID 5.1, FID 5.2	Flooring, lighting, wall/surface finishes & architectural structural elements	Material comparison, component selection & architectural analysis	Interior materials/components comparison project

Unit	Time	SD Standards	Focus	Key Skills Developed	Major Assessments
Furniture Selection & Interior Environments	1 week	FID 5.3	Furniture selection for functional interior spaces	Furniture evaluation, selection criteria & space coordination	Furniture selection/layout project
Client Needs & Design Budgeting	2 weeks	FID 6.1, FID 6.2	Client needs and basic project budgets	Client analysis, budgeting, decision-making & problem-solving	Client profile & design budget
Final Interior Design Proposal	2 weeks	FID 6.1, FID 6.2, FID 6.3	Complete interior design proposal	Design synthesis, professional presentation & visual communication	Final design proposal & formal presentation

Skills Students Will Develop

- Analyze and apply elements and principles of design
- Interpret floor plans, elevations, and scale drawings
- Demonstrate space and floor-planning skills
- Compare interior materials, finishes, and components
- Recognize architectural structural elements
- Develop guidelines for appropriate furniture selection
- Analyze client needs
- Develop basic interior design project budgets
- Research interior design careers and professional practices
- Develop and professionally present interior design proposals

Career & Real-World Connections

Students explore the interior design profession through career research, design challenges, client scenarios, floor and space planning, budgeting, and professional presentations. Interior Design I is officially identified by South Dakota DOE as course **19205** within the Arts, A/V Technology & Communications cluster and Visual Arts pathway. FCCLA activities may also provide opportunities for students to apply design, communication, leadership, project-planning, and presentation skills.

Standards Alignment

The following are the actual current South Dakota Interior Design I standards.

Standard	South Dakota Standard
FID 1	Explore career opportunities and professional practices in interior design.
FID 1.1	Research career opportunities and pathways in interior design.
FID 1.2	Analyze industry standards skills needed in interior design.
FID 2	Analyze the relationship between history and current trends in interior design.
FID 2.1	Explain the influence of history on interior design.
FID 2.2	Describe current trends in the interior design profession.
FID 3	Apply design elements and principles in interior design.
FID 3.1	Analyze the effect and application of elements of design in interior design.
FID 3.2	Analyze the effect and application of principles of design in interior design.
FID 4	Investigate design and function of interior spaces.
FID 4.1	Demonstrate space and floor planning skills.
FID 4.2	Examine floor plans, elevation drawings and scale drawings for interior space.
FID 5	Critique items used in creating interior environments.
FID 5.1	Compare characteristics of the components of the interior environments.
FID 5.2	Distinguish key features of architectural structural elements.
FID 5.3	Formulate guidelines for selection of furniture.
FID 6	Apply interior design project and presentation skills.
FID 6.1	Analyze clients' needs.
FID 6.2	Describe the basic components of project budgets used in interior design proposals.
FID 6.3	Present interior design proposal to clients.

Prior Knowledge Needed - No prior interior design knowledge is required. Prior to each unit, students share what they already know or believe the unit will cover. This information can be used to adjust instruction to students' current levels of knowledge and provide additional instruction or enrichment as appropriate.

Assessment Framework

Formative

- Guided notes and vocabulary activities
- Design sketches and practice activities
- Floor-plan and scale-drawing practice

- Class discussions and critiques
- Worksheets and quizzes
- Design journals and reflections

Summative

- Elements and principles design projects
- Design history/style comparison
- Floor-plan project
- Interior components/materials project
- Client profile and budget
- Final interior design proposal

Performance-Based

- Room analysis and redesign
- Scale drawing and floor planning
- Furniture and material selection
- Client-based design problem
- Professional design presentation

Differentiation & Student Support

Support Strategies

- Visual examples and teacher modeling
- Guided notes and templates
- Vocabulary scaffolding
- Step-by-step project instructions
- Small-group instruction
- Extended time or modified project requirements when appropriate
- Repeated demonstrations of scale drawing and space-planning procedures

Enrichment

- Advanced floor-plan and space-planning challenges
- Digital interior-design tools
- Independent investigation of current design trends

- Interior design career interviews or career research
- Additional client-based design challenges
- FCCLA project and competitive-event participation when appropriate

Classroom Management and Environment - The classroom is set up with large tables that can seat multiple students, allowing easy access for discussion, collaboration, design work, and group activities. The open flow of the classroom provides room for students to move between work areas and accommodates the many hands-on activities completed throughout the course. The classroom environment is welcoming and flexible while maintaining clear rules, procedures, expectations, and appropriate use of classroom materials and equipment.

Cross-Curricular Connections

Math: scale, measurement, proportion, area, budgeting and spatial reasoning

ELA: client communication, research, written design rationales and presentations

Art: color, composition, visual balance, elements and principles of design

Technology: digital floor planning and design presentation

Career Readiness: professionalism, client relationships, budgeting, communication and presentation

Work-Based Learning & CTSO Integration

Possible applications include FCCLA interior-design-related competitive activities, guest speakers from design or related industries, career interviews, job shadows or workplace tours, and community-based design problems. These are instructional opportunities, not requirements I am attributing to the South Dakota Interior Design I standards. The state standards themselves specifically require career/pathway research and analysis of industry skills through FID 1.1 and FID 1.2.

Resources

Primary Text

Housing and Interior Design, 10th Edition — Goodheart-Willcox

South Dakota Department of Education

[Official Interior Design I \(19205\) Course Standards](#)

[South Dakota Arts, A/V Technology & Communications Career Cluster](#)

Professional & Career Resources

- [International Interior Design Association \(IIDA\)](#)
- [SDMyLife](#)
- [U.S. Bureau of Labor Statistics — Interior Designers](#)