

# Interior Design Curriculum Map

<p><b>Unit Title: Housing for You</b>  <b>Class:</b> Interior Design  <b>Grade:</b> 10-12<sup>th</sup> graders</p>	<p><b>Teacher:</b> Ms. Fuerst  <b>Duration:</b> 2-3 weeks</p>
<p><b>Summary of unit:</b></p> <p>This first unit will help introduce interior design to students. They will explore what that means as well as who has influenced interior design past and present. They will also learn about current trends in the interior design world.</p>	
<p><b>Stage 1- Desired Results</b></p>	
<p><b>Standards:</b></p> <p>FID 1.1 Explain the influence of past and present interior designers on the profession</p> <p>FID 1.2 Describe current trends in the interior design profession</p>	<p><b>Essential Questions:</b></p> <p>How does housing help people meet their needs?</p> <p>What factors affect housing choices?</p> <p>How do housing needs change over the life span?</p> <p>How do we relate historical events to housing?</p> <p>What is the influence of past and present interior designers?</p> <p>What are some current trends in interior design?</p>
<p><b>Vocab:</b></p> <p>Students will know: The following vocabulary terms:</p> <p>House, home, near environment, physical needs, values, family, life cycle, row houses, architect, culture, environment, housing market</p>	<p><b>Students will understand:</b></p> <p>How housing helps people meet their needs</p> <p>What factors affect housing choices</p> <p>How housing needs change over the life span</p> <p>How we relate historical events to housing</p> <p>What the influence of past and present interior designers</p> <p>What are some current trends in interior design</p>

<b>Stage 2- Assessment Evidence</b>	
<b>Performance Tasks:</b>  Journals, quizzes, worksheets, tests/final project	<b>Unit Pre-Assessment:</b> -discussion and questions about personal qualities  <b>Unit Post-Assessment:</b> -test/projects
<b>Stage 3- Learning Plan</b>	
<b>Learning Activities: (How is the content taught?) procedures/topics</b>  -reading and note taking -class activities -self-assessment quizzes -discussions	
<b>Lesson Descriptions</b>	
<b>Lesson 1:</b> People and their housing needs <b>Lesson 2:</b> Factors Affecting housing choices <b>Lesson 3:</b> Housing and Quality of Life <b>Lesson 4:</b> Historical Influences on Housing <b>Lesson 5:</b> Cultural/Societal Influences on Housing	

<b>Unit Title: Elements/Principles of Design</b> <b>Class:</b> Interior Design <b>Grade:</b> 10-12 <sup>th</sup> graders	<b>Teacher:</b> Ms. Fuerst Duration: 5-6 weeks
<b>Summary of unit:</b>  This unit will help students learn about the elements and principles of design, and how to use those in interior design concepts.	

<b>Stage 1- Desired Results</b>	
<p><b>Standards:</b></p> <p>FID 3.1 Analyze the effect and application of elements of design in interior design</p> <p>FID 3.2 Describe the use of principles of design in interior design</p>	<p><b>Essential Questions:</b></p> <p>What are the elements of design?</p> <p>What are the principles of design?</p> <p>How do you use the elements and principles of design together?</p> <p>What is the meaning of the elements and principles of design?</p>
<p><b>Vocab:</b></p> <p>Students will know: The following vocabulary terms:</p> <p>Color, form, line, visual texture, tactile texture, space, rhythm, emphasis, balance, proportion, scale, unity, harmony</p>	<p><b>Students will understand:</b></p> <p>What all of the elements of design are</p> <p>What all of the principles of design are</p> <p>How to use the elements and principles of design</p>
<b>Stage 2- Assessment Evidence</b>	
<p><b>Performance Tasks:</b></p> <p>Journals, quizzes, worksheets, tests/final project</p>	<p><b>Unit Pre-Assessment:</b></p> <p>-discussion and questions about personal qualities</p> <p><b>Unit Post-Assessment:</b></p> <p>-test/projects</p>
<b>Stage 3- Learning Plan</b>	
<p><b>Learning Activities: (How is the content taught?) procedures/topics</b></p> <p>-reading and note taking</p> <p>-class activities</p> <p>-self-assessment quizzes</p> <p>-discussions</p>	
<b>Lesson Descriptions</b>	
<p><b>Lesson 1:</b> What are the elements of design (break each element into a separate lesson)</p>	

**Lesson 2:** Color Theory

**Lesson 3:** What are the principles of design (break each principle into a separate lesson)

**Unit Title: Understanding House Plans**

**Class:** Interior Design

**Grade:** 10-12<sup>th</sup> graders

**Teacher:** Ms. Fuerst

**Duration:** 2-3 weeks

**Summary of unit:**

Throughout this unit, students will learn about house plans, traffic patterns, how to read and draw blueprints, read architectural symbols, and how to scale a drawing.

**Stage 1- Desired Results**

**Standards:**

FID 4.1 Explain the components of floor plans, such as living zones, circulation patterns, open and closed plans

FID 4.2 Apply guidelines for space planning and traffic patterns in interior spaces

FID 4.3 Interpret blueprints and elevation drawings, including legends, keys, and architectural symbols

FID 4.4 Demonstrate proficiency in basic concepts of scale drawings for interior space

**Essential Questions:**

What are architectural drawings?

How do you organize spaces by grouping rooms according to function?

How do you plan safe and convenient traffic patterns?

How do you evaluate storage needs and space?

**Vocab:**

Students will know: The following vocabulary terms:

Architectural drawings, specifications, blueprints, symbols, floor plans, exterior elevations, private

**Students will understand:**

What are architectural drawings

How to organize spaces by grouping rooms according to function

How to plan safe and convenient traffic patterns

area, work triangle, traffic patterns, built-in storage, common-use storage	How to evaluate storage needs and space
<b>Stage 2- Assessment Evidence</b>	
<b>Performance Tasks:</b>  Journals, quizzes, worksheets, tests/final project	<b>Unit Pre-Assessment:</b> -discussion and questions about personal qualities  <b>Unit Post-Assessment:</b> -test/projects -draw blue prints and use computer blueprint programs
<b>Stage 3- Learning Plan</b>	
<b>Learning Activities: (How is the content taught?) procedures/topics</b>  -reading and note taking -class activities -self-assessment quizzes -discussions	
<b>Lesson Descriptions</b>	
<b>Lesson 1:</b> What are floor plans? <b>Lesson 2:</b> Traffic patterns <b>Lesson 3:</b> Appropriate storage for houses	

<b>Unit Title: Furniture Styles and Construction</b> <b>Class:</b> Interior Design <b>Grade:</b> 10-12 <sup>th</sup> graders	<b>Teacher:</b> Ms. Fuerst Duration: 1-2 weeks
<b>Summary of unit:</b>  In this unit students will analyze various types of furniture, evaluate quality of furniture construction, and summarize consumer protections for buying furniture.	

<b>Stage 1- Desired Results</b>	
<p><b>Standards:</b></p> <p>FID 5 Critique items used in creating interior environments            FID 5.4 Formulate guidelines for selection of furniture</p>	<p><b>Essential Questions:</b></p> <p>How do you choose furniture styles?            How do you evaluate furniture construction?</p> <p>How do you arrange furniture?</p> <p>How do you stretch your dollar when it comes to furniture?</p>
<p><b>Vocab:</b></p> <p>Students will know: The following vocabulary terms:</p> <p>Casual style, country style, eclectic style, antique, wood grain, solid wood, bonded wood, tongue-and-groove wood, coil springs, corner block, box springs,</p>	<p><b>Students will understand:</b></p> <p>How to choose furniture styles</p> <p>How to evaluate furniture construction</p> <p>How to arrange furniture</p> <p>How to stretch your dollar when it comes to furniture</p>
<b>Stage 2- Assessment Evidence</b>	
<p><b>Performance Tasks:</b></p> <p>Journals, quizzes, worksheets, tests/final project</p>	<p><b>Unit Pre-Assessment:</b>            -discussion and questions about personal qualities</p> <p><b>Unit Post-Assessment:</b>            -test/projects</p>
<b>Stage 3- Learning Plan</b>	
<p><b>Learning Activities: (How is the content taught?) procedures/topics</b></p> <p>-reading and note taking            -class activities            -self-assessment quizzes            -discussions</p>	
<b>Lesson Descriptions</b>	
<p><b>Lesson 1:</b> Choosing Furniture Styles  <b>Lesson 2:</b> Evaluating Furniture Construction  <b>Lesson 3:</b> Consumer Protection</p>	

**Lesson 4:** Arranging Furniture  
**Lesson 5:** Stretching Your Dollar for Furniture

**Unit Title:** Final Project  
**Class:** Interior Design  
**Grade:** 10-12<sup>th</sup> graders

**Teacher:** Ms. Fuerst  
**Duration:** 1-2 weeks

**Summary of unit:**

In this final semester project, students will need to decorate an interior space using a budget. They will need to meet their “client’s needs” while planning this project. They will then have to verbally present their project once they are done for a final grade.

**Stage 1- Desired Results**

**Standards:**

FID 6.1 Describe the basic components of project budgets used in interior design proposals

FID 6.2 Identify characteristics of effective visual presentations tools used for interior design proposals

FID 6.4 Explain the components of verbal presentation of interior design proposals

FID 6.3 Apply concepts of proposal development to meet client’s needs

**Essential Questions:**

How do I design a space on a budget?

How do I make sure I keep my client’s needs at the top of my list?

How to I communicate effectively with my client about what needs to be done to decorate the space?

**Vocab:**

Students will know: The following vocabulary terms:

Budget, communication, client, proposal

**Students will understand:**

How to decorate a space

How to use a budget while designing a space

How to think about a client’s needs

**Stage 2- Assessment Evidence**

<p><b>Performance Tasks:</b></p> <p>Journals, quizzes, worksheets, tests/final project</p>	<p><b>Unit Pre-Assessment:</b></p> <p>-discussion and questions about personal qualities</p> <p><b>Unit Post-Assessment:</b></p> <p>-test/projects</p>
<p><b>Stage 3- Learning Plan</b></p>	
<p><b>Learning Activities: (How is the content taught?) procedures/topics</b></p> <ul style="list-style-type: none"> <li>-reading and note taking</li> <li>-class activities</li> <li>-self-assessment quizzes</li> <li>-discussions</li> </ul>	
<p><b>Lesson Descriptions</b></p> <p><b>Lesson 1:</b> Explain Final Project</p> <p><b>Lesson 2:</b> Work days for final project</p>	