Interior Design
Revised UBD Curriculum
Egg Harbor Township High School
Family and Consumer Science Department

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DISTRICT MISSION STATEMENT

Our mission in the Egg Harbor Township School District is to partner with the student, family, school, and community to provide a safe learning environment that addresses rigorous and relevant 21st Century standards and best practices which will develop academic scholarship, integrity, leadership, citizenship, and the unique learning style of students, while encouraging them to develop a strong work ethic and to act responsibly in their school community and everyday society.

CAREER AND TECHNICAL EDUCATION

Mission:

New Jersey's Office of Career and Technical Education seeks to prepare students for career opportunities of the 21st century, succeed as global citizens and support healthy economic growth for New Jersey. Career and Technical Education prepares students to succeed as global citizens for career opportunities for the 21st Century and to support healthy economic growth within the state.

INTRODUCTION

The most precious resource teachers have is time. Regardless of how much time a course is scheduled for, it is never enough to accomplish all that one would like. Therefore, it is imperative that teachers utilize the time they have wisely in order to maximize the potential for all students to achieve the desired learning.

High quality educational programs are characterized by clearly stated goals for student learning, teachers who are well-informed and skilled in enabling students to reach those goals, program designs that allow for continuous growth over the span of years of instruction, and ways of measuring whether students are achieving program goals.

EGG HARBOR TOWNSHIP SCHOOL DISTRICT CURRICULUM TEMPLATE

The Egg Harbor Township School District has embraced the backward-design model as the foundation for all curriculum development for the educational program. When reviewing curriculum documents and the Egg Harbor Township curriculum template, aspects of the backward-design model will be found in the stated enduring *understandings/essential questions, unit assessments,* and *instructional activities*. Familiarization with backward-design is critical to working effectively with Egg Harbor Township's curriculum guides.

GUIDING PRINCIPLES: WHAT IS BACKWARD DESIGN?
WHAT IS UNDERSTANDING BY DESIGN?

"Backward design" is an increasingly common approach to planning curriculum and instruction. As its name implies, "backward design" is based on defining clear goals, providing acceptable evidence of having achieved those goals, and then working 'backward' to identify what actions need to be taken that will ensure that the gap between the current status and the desired status is closed.

Building on the concept of backward design, Grant Wiggins and Jay McTighe (2005) have developed a structured approach to planning programs, curriculum, and instructional units. Their model asks educators to state goals; identify deep understandings, pose essential questions, and specify clear evidence that goals, understandings, and core learning have been achieved.

Program based on backward design use desired results to drive decisions. With this design, there are questions to consider, such as: What should students understand, know, and be able to do? What does it look like to meet those goals? What kind of program will result in the outcomes stated? How will we know students have achieved that result? What other kinds of evidence will tell us that we have a quality program? These questions apply regardless of whether they are goals in program planning or classroom instruction.

The backward design process involves three interrelated stages for developing an entire curriculum or a single unit of instruction. The relationship from planning to curriculum design, development, and implementation hinges upon the integration of the following three stages.

Stage I: Identifying Desired Results: Enduring understandings, essential questions, knowledge and skills need to be woven into curriculum publications, documents, standards, and scope and sequence materials. Enduring understandings identify the "big ideas" that students will grapple with during the course of the unit. Essential questions provide a unifying focus for the unit and students should be able to answer more deeply and fully these questions as they proceed through the unit. Knowledge and skills are the *"stuff"* upon which the understandings are built.

Stage II: Determining Acceptable Evidence: Varied types of evidence are specified to ensure that students demonstrate attainment of desired results. While discrete knowledge assessments (e.g.: multiple choice, fill-in-the-blank, short answer, etc…) will be utilized during an instructional unit, the overall unit assessment is performance-based and asks students to demonstrate that they have mastered the desired understandings. These culminating (summative) assessments are authentic tasks that students would likely encounter in the real-world after they leave school. They allow students to demonstrate all that they have learned and can do. To demonstrate their understandings students can explain, interpret, apply, provide critical and insightful points of view, show empathy and/or evidence self-knowledge. Models of student performance and clearly defined criteria (i.e.: rubrics) are provided to all students in advance of starting work on the unit task.

Stage III: Designing Learning Activities: Instructional tasks, activities, and experiences are aligned with stages one and two so that the desired results are obtained based on the identified evidence or assessment tasks. Instructional activities and strategies are considered only once stages one and two have been clearly explicated. Therefore, congruence among all three stages can be ensured and teachers can make wise instructional choices.

At the curricular level, these three stages are best realized as a fusion of research, best practices, shared and sustained inquiry, consensus building, and initiative that involves all stakeholders. In this design, administrators are instructional leaders who enable the alignment between the curriculum and other key initiatives in their district or schools. These leaders demonstrate a clear purpose and direction for the curriculum within their school or district by providing support for implementation, opportunities for revision through sustained and

consistent professional development, initiating action research activities, and collecting and evaluating materials to ensure alignment with the desired results. Intrinsic to the success of curriculum is to show how it aligns with the overarching goals of the district, how the document relates to district, state, or national standards, what a high quality educational program looks like, and what excellent teaching and learning looks like. Within education, success of the educational program is realized through this blend of commitment and organizational direction.

INTENT OF THE GUIDE

This guide is intended to provide teachers with course objective and possible activities, as well as assist the teacher in planning and delivering instruction in accordance with the New Jersey Core Curriculum Content Standards. The guide is not intended to restrict or limit the teacher's resources or individual instruction techniques. It is expected that the teacher will reflectively adjust and modify instruction and units during the course of normal lessons depending on the varying needs of the class, provided such modified instruction attends to the objectives and essential questions outlined below.

Unit Name: Floor Plans   **Time Frame: 7 class periods**

Author: Carol Van Sciver - Ribinsky

Subject: Floor Plan Drawing   Country: **USA**

Course/Grade: Interior Design / 9-12   State/Group: **NJ**

School: **Egg Harbor Twp. High School**

UNIT SUMMARY
Students will follow the design process to draw a room to scale on graph paper. They will understand the use of standard symbols, and how to read and use an Architectural ruler and templates. They will determine furniture placement and traffic patterns within the room. Lastly, they will become familiar with a 3-D design web site called homestyler.com.

UNIT RESOURCES
Elmo overhead projector

Floor plan Symbols

Floor plan examples

Measurement practice sheet

Graph paper

Architectural rulers

Architectural Templets

Internet Resource Links:

homestyler.com

uen.org

GOALS AND STANDARDS
21st Century 9
 CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

 CRP6. Demonstrate creativity and innovation

 CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
 CRP11. Use technology to enhance productivity.

9.3.12.AC-DES.6 Apply the techniques and skills of modern drafting, design, engineering and construction to projects.

9.3.12.AC-DES.7 Employ appropriate representational media to communicate concepts and project design.

9.3.ST-ET.1 Use STEM concepts and processes to solve problems involving design and / or production.

9.3.ST-ET.3 Apply processes and concepts for the use of technological tools in STEM.

9.3.ST-ET.4 Apply the elements of design process.

9.3.ST-ET.5 Apply knowledge learned in STEM to solve problems.

ENDURING UNDERSTANDING

Students will understand that floor plans are drawn to scale using standard symbols that represent the placement of items in a room.

ESSENTIAL QUESTIONS:
What are the advantages of using standard symbols on drawings?
What does drawing to scale mean?

KNOWLEDGE AND SKILLS

Students will understand floor plan symbols and their purposes.

Students will understand how to read and measure using different scales on an Architectural ruler.

Students will understand that rooms are represented by scale drawings.

Students will understand that 3-D objects can be represented by 2-D views.

Students will be able to create drawings using scale measurements by reading an architectural ruler.

Students will determine furniture placement by using furniture templates and understand the traffic patterns within a room.

Students will practice using a design website to create a 3-D view of a room.

STAGE TWO

PERFORMANCE TASKS

Read an Architectural ruler and understand how to measure using different scales. Create a 2-D bedroom using the ¼ inch scale on graph paper. Show placement of doors, windows, closets and furniture using standard symbols. Walls will be 4 inches thick. Label drawings and show measurements. (STEM activities)

Lastly, the students will become familiar with using homestyler.com. Students will replicate the the 2-D room in a 3-D format. (STEM activity)

OTHER EVIDENCE

Scale Measurement and Floor Plan Test

STAGE THREE

LEARNING PLAN

Introduce activity areas in a house. Draw a floor plan of a house on the board. Discuss traffic patterns and activity areas.

Introduce floor plan symbols and their purposes using elmo projector. Show examples of floor plans and point out various information found on floor plans. Ask students to identify things on the floor plan.

Each student will practice measuring 4 different scales using an architectural ruler. They will measure lines and record the information on the measurement sheet.

Show an example of a 2-D Bedroom (Elmo projector). Tell students the room design requirements.

Design and Building: Students will design and draw a 2-D bedroom using the ¼ inch scale.

Testing: Floor Plan Test

Design and Building: Students will design a 3-D room on a design website.

Classroom observations will be made as students work on their designs.

Unit Name: Elements of Design **Time Frame: 6 weeks**

Author: Carol Van Sciver - Ribinsky

Subject: Elements of Design Country: **USA**

Course/Grade: Interior Design / 9-12 State/Group: **NJ**

School: **Egg Harbor Twp. High School**

UNIT SUMMARY

Students will understand the Elements of Design as they apply to interior design. The Elements of design are Texture, Line, Space, Form and Color. Color will be covered as its own unit. They will select samples that represent visual and tactile texture. They will create a unique design using 4 types of line. Students will create a sketch of an entry way showing use of line and space. Students will create a 2-D form using predetermined pieces. Students will create a form using modeling dough. Students will arrage the furniture on the floor plan of a house.

UNIT RESOURCES

Visual Guide CD

Basics of Interior Design CD

Fabric Samples

Wallpaper Samples

Scissors

Glue Sticks

Posterboard

Markers

Rulers

Sketch Paper

Colored Pencils

Shape pieces

Modeling dough

Arranging Space

Internet Resource Links:

uen.org

STAGE ONE

GOALS AND STANDARDS

21st Century 9

CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP6. Demonstrate creativity and innovation.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP12. Work productively in teams while using cultural global competence.

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.

9.3.12.AC-DES.6 Apply the techniques and skills of modern drafting, design, engineering and construction to projects.

9.3.12.AC-DES.7 Employ appropriate representational media to communicate concepts and project design.

9.3.ST-ET.1 Use STEM concepts and processes to solve problems involving design and / or production.

9.3.ST-ET.3 Apply processes and concepts for the use of technological tools in STEM.

9.3.ST-ET.4 Apply the elements of design process.

9.3.ST-ET.5 Apply knowledge learned in STEM to solve problems.

ENDURING UNDERSTANDING

Students will understand that Designers use tools to create designs. The tools are Texture, Line, Space, Form and Color which are known as the Elements of Design. The Elements of design are necessary to describe, plan and evaluate designs.

ESSENTIAL QUESTIONS
How does the saying, " Beauty is in the eyes of the beholder." apply to design?
How can using textures in a room evoke different feelings?
How can line be used in a room to suggest a formal or informal look?
How can line be used in a room to suggest different feelings?
What factors should you consider when dealing with form and shapes?

KNOWLEDGE AND SKILLS

Students will understand that designers use tools to design rooms. The tools are the Elements of Design. They will practice using the elements one at a time in their designs.

Students will use the elements of designs to achieve function, construction and aesthetics.

Students will understand that the design process uses visual imagery to communicate.

Students will explain how Texture can be used in a room to create visual and tactile effects.

Students will demonstrate ways to use line to create specific effects.

Students will use different types of line and space to create an entryway or foyer.

Students will work in groups to create 2-D designs using different shapes.

Students will create an individual shape using predetermined pieces.

Students will create a furniture using modeling dough.

Students will arrange the furniture on the floor plan of a two story house.

Students will suggest strategies for changing the apparent sixe of a space.

STAGE TWO

PERFORMANCE TASKS

Understand how to use the Elements of Design during the design process.

Select fabric and wallpaper samples that represent visual and tactile texture. Mount and label samples.

Understand that lines move the eyes from one point to another. Create a unique design using 4 types of line in varying thicknesses using black only. (STEM activity)

Sketch an entryway or foyer in a house using the 4 types of line and space. Color sketch with colored pencils. (STEM activity)

Select examples that show how lines can be used to express feelings. Mount and label.

Create a design in groups using shapes. Each student will use a different shape. Pass the sketch paper around with each student adding a shape until they have created a design. (STEM activity)

Create a design using a sheet of predetermined shapes. Students will color the spapes, cut out and arrange into a design to illustrate shape. (STEM activity)

Create a piece of furniture to illustrate the space that a form takes up. (STEM activity)

Arrange the furniture in a two story house showing a functional layout and effiecient traffic patterns throughout the house. (STEM activity)

OTHER EVIDENCE

Elements of Design Test

LEARNING PLAN

Introduction: Discuss the Elements of Design.

Building: Select samples to represent visual and tactile texture.

Building and Design: Create The Black and White design.

Design: Sketch an Entryway for line and space.

Build: Select samples that represent feelings created by lines.

Building and Design: Create a design for shape.

Create a piece of furniture with modeling dough to represent form.

Arrange the furniture in a two story house.

Testing: Elements of Design Test.

Classroom observations will be made as students work on their designs.

Unit Name: Color **Time Frame: 5 weeks**

Author: Carol van Sciver - Ribinsky

Subject: Color Country: **USA**

Course/Grade: Interior Design / 9-12 State/Group: **NJ**

School: **Egg Harbor Twp. High School**

UNIT SUMMARY

Students will understand that color can affect a persons's mood and should consider the psychological effects when selecting colors. Students will study the characteristics of color and color relationships on the Color Wheel. Students will identify warm and cool colors and how to use them in interior design. Students will learn how to put together color combinations using standand color harmonies or color schemes. Students will understand that the type of lighting in a room will change the appearance of colors.

UNIT RESOURCES

Visual Guide CD

Color Personality survey

Psychological Effects with Color

Creating Effects with color

Impact of Color

Colored Pencils

Color Tinting and Shading

Color Intensities

Paint

Paint Brushes

Water Buckets

Color Wheels

Color Schemes handout

Fabric samples

Wallpaper samples

Paint Color samples

Poster Board

Markers

Scissors

Glue Sticks

Colr Scheme Grading

Color Bingo Review Game

Color Report questions

Magazines

Internet Resource Links:

uen.org

Color Power Point

STAGE ONE

GOALS AND STANDARDS

21st Century 9

CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP6. Demonstrate creativity and innovation.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

9.3.12.AC-DES.7 Employ appropriate representational media to communicate concepts and project design.

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.

9.3.ST-ET.1 Use STEM concepts and processes to solve problems involving design and / or production.

9.3.ST-ET.3 Apply processes and concepts for the use of technological tools in STEM.

9.3.ST-ET.4 Apply the elements of design process.

9.3.ST-ET.5 Apply knowledge learned in STEM to solve problems.

ENDURING UNDERSTANDING

Students will understand that color is the most important Element of Design. Color can help to create moods in a room and leaves a lasting impression. It is the first thing you notice about a design. Color is a property of light.

ESSENTIAL QUESTIONS
What is your color personality?
How can color impact space?
What is the difference between tints and shades of color?
How can you use color in room designs?

KNOWLEDGE AND SKILLS

Students will analyze how color can be used to create moods and reflect personality.

Students will understand the components of color

Students will understand the effects of intensity and value on color hues.

Students will practice changing the tints and shades of color.

Students will practice changing the intensity and value of a color.

Students will understand and use the Color Wheel for color schemes.

Students will create sample boards of different color schemes for roon designs.

Students will analyze the colors used in a picture of a room design and write a report.

STAGE TWO

PERFORMANCE TASKS

Complete a survey about his/ her color preferences that reflect personality.

Understand that color influences human behavior.

After viewing the Color Power Point, complete the Effects with Color and The Impact of Color. Use color pencils to show warm and cool color combinations and how to create focal points with color.

Practice changing the tints and shades of 2 different colors using white and black paint. Then change the intensity and value of 2 different colors using white, black, and complementary paint. (STEM activity)

Analyze and understand the relationships between colors on the color wheel.

Create color combinations for six different Color Schemes. Select Fabric for furniture and window treatments, wallpaper, and paint samples found in room designs. Put together 2 combinations for each Color Scheme using Color Wheels. Combinations should be pleasing to the eye and appropriate for the designated

rooms. Mount samples on poster board. Label the color schemes and items represented. (STEM activity)

Play Color Bingo game for review.

Select a picture of a room from a magazine or the internet that shows one of the Color Schemes. Analyze the way color was used in the room by answering the given questions that pertain to the color concepts from the unit. Write a rough draft of the report, then type the final draft in the computer lab. Report will be two pages typed. (Language Arts)

OTHER EVIDENCE

Color Test

STAGE THREE

LEARNING PLAN

Introduction: Color Personality Survey

Introduction: Psychology of Color

Introduction: Effects with Color and Impact of Color

Building: Painting - Tints and Shades, and Intensity and Value

Introduction: Using the Color Wheel

Design and Build: Color Scheme Project

Review: Color Bingo Game

Testing: Color Test

Analyze: Color Report

Classroom observations will be made as students work on their designs.

Unit Name: Principles of Design   **Time Frame: 4 Weeks**

Author: Carol Van Sciver - Ribinsky

Subject: Principles of Design   Country: **USA**

Course/Grade: Interior Design 9-12   State/Group: **NJ**

School: **Egg Harbor Twp. High School**

UNIT SUMMARY

The Principles of Design are Proportion, Scale, Balance, Emphasis, and Rhythm. Students will complete activities for each principle. The students will complete a Unity and Variety project. This project combines all the knowledge gained to date.

UNIT RESOURCES

Visual Guide CD

ELMO Projector

Golden Guidelines

Rhythm activity handout

Magazines

Poster Board

Scissors

Glue Sticks

Emphasis activity handout

Colored Pencils

Furniture, lighting, and Accessory Catalogs

Fabric samples

Paint samples

Wallpaper Samples

Unity and Variety Grading

Internet Resource Links:

uen.org

homestyler.com

Various Internet web sites

GOALS AND STANDARDS
21st Century 9

CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP6. Demonstrate creativity and innovation.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP12. Work productively in teams while using cultural global competence

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9.3.ST-ET.5 Apply knowledge learned in STEM to solve problems.

ENDURING UNDERSTANDING

Students will understand that the Principles of Design are for working with the Elements of Design. When you can understand the principles of design, you can use the elements of design successfully

ESSENTIAL QUESTIONS
How can proportion be used in good design?
How can you achieve emphasis ina room?
What does it mean for a room to have rhythm?
How can scale and proportion be used ina room design?

Why is it important to have both unity and variety in a room?

KNOWLEDGE AND SKILLS

Students will identify the Principles of Design.

Students will analyze the ways proportion are used in good design.

Students will identify features that could be used for emphasis.

Students will explain ways to achieve types of rhythm.

Students will illustrate unrealistic scale and proportion.

Students will create a room design incorporating unity and variety.

STAGE TWO

PERFORMANCE TASKS

Understand how to use the Principles of Design along with the Elements of Design during the design process.

Understand that the Greeks developed guidelines to use when selecting and positioning furniture and accessories.

Use color to create emphasis when completing the Emphasis activity.

Select examples of the 5 types of Rhythm from magazines, internet or create sketches to illustrate each.

Work in groups to create a collage that shows unrealistic proportion. Use magazines to find items for a room that is out of proportion. Present collages to class and explain why it is out of proportion. Suggest ways to achieve realistic proportion and scale.

Create a complete room design showing Unity and Variety. Combine different styles of furniture in a way that makes the pieces work together. Select a Color Scheme, Furniture, Fabrics, Lighting, Flooring, Wall covering, Window Treatments and Accessories.
Create a 3-D view of the room with furnishings on homestyler.com. Include a floor plan showing windows, doors, and furniture arrangement. Mount and label everything on posterboard. (STEM)

OTHER EVIDENCE

Principles of Design Test

STAGE THREE

LEARNING PLAN

Introduction: The Principles of Design Power Point and Visual Guide

Introduction: Complete Emphasis activity.

Research: Select examples of Rhythm.

Design: Brainstorm unrealistic Proportion. Make a collage.

Presentation of collage to classmates.

Redesign: Suggest ways to change collage to achieve scale and proportion.

Design: Problem solve to create a complete design of a room. Select furnishings.

Build: Create the 3-D room design.

Testing: Principles of Design Test.

Classroom observations will be made as students work on their designs.

Unit Name: Backgrounds   **Time Frame: 11 Weeks**

Author: Carol Van Sciver - Ribinsky

Subject: Backgrounds   Country: **USA**

Course/Grade: Interior Design / 9-12   State/Group: **NJ**

School: **Egg harbor Twp. High School**

UNIT SUMMARY

Students will plan and design window treaments for an entire house. Students will design an area rug or a patterned floor. Students will draw a one or two point perspective of a room. Students will evaluate flooring options. Students will work in groups to calculate costs of buying materials for backgrounds. Groups will present to class. As each group presents, students will compile a preliminary budget to calculate final cost of all the projects.

UNIT RESOURCES

Window Treatment Power Point

Fabric Samples

Sketch paper

Rulers

Poster Board

Markers

Window Treatment Grading

House Floor Plans

Colored Pencils

Graph Paper

Patterned Floor and Area Rug Grading

Background Short Essay Packets

Elmo projector

Budget Examples

Group Folders with cost information

Calculators

Preliminary Budgets

Internet Resource Links:

Uen.org

Houzz.com

Various internet websites

GOALS AND STANDARDS
CRP2. Apply appropriate academic and technical skills.
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9.3.ST-ET.4 Apply the elelments of design process.

9.3.ST-ET.5 Apply knowledge learned in STEM to solve problems.

ENDURING UNDERSTANDING

Floors, walls, ceilings and window treatments create interior backgrounds for furnishings and accessories in rooms. They help determine the total look of a room.

ESSENTIAL QUESTIONS

What are the purposes of having window treatments in a home?
You just moved unto your new house. How would you conver the windows?
Imagine walking intoa house under construction. How would you cover the plywood floors?
What can a designer use to present ideas to a client?
Why are careful measurements and budgets important for a successful design plan?

KNOWLEDGE AND SKILLS

Students will identify types of window treatments and their functions.

Students will Design and Sketch window treatments and select appropriate fabrics.plan window treatments for a whole house.

Students will identify and evaluate flooring options.

Students will Design and Sketch rug or a patterned tile floor.

Students will design and sketch a one or two point perspective of a room.

Students will calculate flooring, paint, wallpaper, and window treatment costs and quantities.

Students will develop a preliminary budget.

STAGE TWO

PERFORMANCE TASKS

Discuss types of window treatments. View a window treatment power point. Show a collection of window treatments from houzz.com. Students will make a quick sketch of a window treatment, select appropriate fabric and fiber content.

Design, sketch and select fabrics for a house based on the floor plan that each student selects. Each student will have a different house. Window treatment selections will be based on the design and layout of the floor plan. They will design six window treatments, select fabrics, mount on display board and state why choices were made. Color sketches with colored pencils. (STEM activity)

Discuss flooring options, advantages and disadvantages of each. Students will write short essays on backgrounds to gain a better understanding of material. (Language Arts)

Students will have a choice to design a patterned tile floor or an area rug. Color in with colored pencils. (STEM activity)

Students will design a living room or a bedroom and sketch it using a one point or a two point perspective. (STEM activity)

View a Preliminary Budget using ELMO. Discuss realistic costs for design projects. Demonsrtate how ro calculate linear feet, square feet, how much flooring and wall covering is needed, and how to figure the cost. (Math applications)

Group Project Cost Scenarios: Students will work in groups to calculate materials and costs for different design projects. Scenerios include amounts needed for and figuring costs to purchase wall paper, paint, tile with grout, bamboo flooring, and a window treatment and all the tools, equipment and additional supplies needed to install plus sales tax on the materials. Groups will present their findings to the class using ELMO. As each group presents, the students will fill out a preliminary budget using the groups findings to get a final total. (STEM activity) (Math applications)

OTHER EVIDENCE

Group Cost Scenarios

Background Test

STAGE THREE

LEARNING PLAN

Introduction: Discuss on window treatments

Introduction: Window treatment power point

Building: Window Treatment sketch activity

Design and Build: Window Treatment Design Project

Introduction: Discussion on Flooring options.

Building: Background Essays

Design and Build: Design a patterned tile floor or and area rug

Design and Build: Design and sketch a prescpective of a room.

Introduction: Discuss realistic costs and preliminary budgets.

Introduction: Demonstrate how to calculate linear and square feet to calucate materials needed to complete an installation.

Design and Build: Group Project Cost scenarios.

Analyze and Testing: Background Essays

Classroom observations will be made as students work on their designs.

Unit Name: Lighting   **Time Frame: 2 Weeks**

Author: Carol Van Sciver - Ribinsky

Subject: Lighting   Country: **USA**

Course/Grade: Interior Design / 9-12   State/Group: **NJ**

School: **Egg Harbor Twp. High School**

UNIT SUMMARY

Students will understand that lighting will set the mood of a room. It can create drama and emphasize the best features of a room. Lighting can affect the way a room can be used. Students will know the types of lighting and lighting fixtures. They will understand how to decorate with light by using downlighting and uplighting techneques.

UNIT RESOURCES

Visual guide CD

Lighting Power Point

Lighting for Safety

Selecting Lighting

Floor Plans of a house

Markers

Scissors

Magazines

Catalogs

Poster Board

Lighting Plan grading

Internet Resource Links: various lighting sites and google images

GOALS AND STANDARDS
CRP2. Apply appropriate academic and technical skills.
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CRP6. Demonstrate creativity and innovation.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP12. Work productively in teams while using cultural global competence

9.3.12.AC-DES.7 Employ appropriate representational media to communicate concepts and project design.

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9.3.ST-ET.1 Use STEM concepts and processes to solve problems involving design and / or production.

9.3.ST-ET.3 Apply processes and concepts for the use of technological tools in STEM.

9.3.ST-ET.4 Apply the elements of design process.

9.3.ST-ET.5 Apply knowledge learned in STEM to solve problems.

ENDURING UNDERSTANDING

Lighting affects the mood and uses of a room. General, Task and accent lighting each have different purposes. Different rooms have different lighting needs depending on the activities that take place within them.

ESSENTIAL QUESTIONS
How can lighting affect the way a room can be used?
How can light be used to create drama in a room?

KNOWLEDGE AND SKILLS

Explain the function of different kinds of lighting.

Describe the different types of light sources and fixtures.

Distinguish between structural and nonstructural lighting.

Summaraize guidelines for choosing appropriate lighting.

Plan Lighting and select lighting fixtures.

STAGE TWO

PERFORMANCE TASKS

Discuss types of lighting and ways to use light in a room. View Lighting Visual guide and Lighting Power Point.

Students will complete Lighting for Safety and Selecting Lighting activities.

Complete a Lighting Plan for a whole house. Select light fixtures based on a given floor plan. Lighting should address safety areas, general lighting, and task lighting as well as be decorative. Select appropriate light fixtures for each room, mount on poster board and label. (STEM activity)

OTHER EVIDENCE

Lighting Test

STAGE THREE

LEARNING PLAN

Introduction: Discuss types of lighting and fuctions of lighting.

Building: Lighting for Safety activity

Building: Selecting Lighting activity

Design and Build: Lighting Plan Project

Testing: Lighting Test

Classroom observations will be made as students work on their designs.

Unit Name: Textiles   **Time Frame: 3 Weeks**

Author: Carol Van Sciver - Ribinsky

Subject: Textiles   Country: **USA**

Course/Grade: Interior Design / 9-12   State/Group: **NJ**

School: **Egg Harbor Twp. High School**

UNIT SUMMARY

Students will understand the sources and types of fibers, how fibers are made into yarns, how textiles are manufactured and dyed to become fabric, and the the different weaves. They will anylize the advantages and disadvantages of different fiber contents of textiles and which are appropriate for furniture and window treatments.

UNIT RESOURCES

How It's Made video on textiles

Textile Power Point

Fabric samples

Scissors

Colored pencils

Textile Choice grading

Magazines

Internet Resource Links: various textile sites and google images

STAGE ONE

GOALS AND STANDARDS
GOALS AND STANDARDS
21st Century 9

CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP6. Demonstrate creativity and innovation.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP12. Work productively in teams while using cultural global competence

9.3.12.AC-DES.7 Employ appropriate representational media to communicate concepts and project design.

9.3.12.AC-DES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.

 9.3.12.AC-DES.6 Apply the techniques and skills of modern drafting, design, engineering and construction to projects

9.3.ST-ET.1 Use STEM concepts and processes to solve problems involving design and / or production.

9.3.ST-ET.3 Apply processes and concepts for the use of technological tools in STEM.

9.3.ST-ET.4 Apply the elements of design process.

9.3.ST-ET.5 Apply knowledge learned in STEM to solve problems.

ENDURING UNDERSTANDING

Students will understand that without textiles most people would not consider a house a home. They will understand how a fabric behaves when used in a room on furniture or as a window treatment. They will know which fiber contents are the most durable. They will know how to use textiles to create excitement in a room.

ESSENTIAL QUESTIONS

What are fibers made of and how are they made?
What qualities do textiles add to a design?

KNOWLEDGE AND SKILLS

Distinguish between natural and manaufactured fibers.

Assess the characteristics of various home textiles.

STAGE TWO

PERFORMANCE TASKS

View How it's Made videos on manufactured fabrics and one on silk fabric.

View Textile power point

Discuss types of fibers, characteristics and uses in a room design.

View Weaves power point

Dicuss types of weaves.

Pass around fabric samples and discuss fiber content and how different looks are poosible by blending fibers.

Textile Choice Project: Students will select activities of their choice and complete 100 points of activities. The activities vary in difficultly are assigned points to according to difficulty. Topics include fibers, yarns, weaves, textiles laws, dying fabric, smart fabrics, Jacquards, fabric finishes, textiles in the home, selecting fabric for furniture, etc. Some activities require designing and sketching. (STEM activity)

OTHER EVIDENCE

STAGE THREE

LEARNING PLAN

Introduction: How It's Made video on manufactured fabric.

Introduction: How It's Made video on Silk production.

Introduction: Textile power point and discussion.

Introduction: Weaves power point and discussion.

Design and Build: Textile Choice project

Classroom observations will be made as students work on their designs.

Unit Name: Kitchens   **Time Frame: 2 Weeks**

Author: Carol Van Sciver – Ribinsky

Subject: Kitchens   Country: **USA**

Course/Grade: Interior Design / 9-12   State/Group: **NJ**

School: **Egg Harbor Twp. High School**

UNIT SUMMARY

Students will understand the features that a kitchen should have. They will underatand the types of kitchen layouts and the advantages and disadvantages of each. Students will identify work centers, types of cooktops and countertops. They will understand Universal Design in kitchens to aid those with physical disabilities.

UNIT RESOURCES

Kitchen Designs DVD

Kitchen Layouts hand out

Planning Kitchen Layouts Do's and Don'ts hand out

Countertop Materials hand out

Cooktop hand out

Universal Design hand out

Computer Lab

Kitchen Grading

Kitchen Test

Internet Resource Links:

Homestyler.com

Ikea.com

GOALS AND STANDARDS

21st Century 9

CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP12. Work productively in teams while using cultural global competence

9.3.12.AC-DES.7 Employ appropriate representational media to communicate concepts and project design.

9.3.12.AC-DES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.

 9.3.12.AC-DES.6 Apply the techniques and skills of modern drafting, design, engineering and construction to projects

9.3.ST-ET.1 Use STEM concepts and processes to solve problems involving design and / or production.

9.3.ST-ET.3 Apply processes and concepts for the use of technological tools in STEM.

9.3.ST-ET.4 Apply the elements of design process.

9.3.ST-ET.5 Apply knowledge learned in STEM to solve problems.

ENDURING UNDERSTANDING

Students will understand how to design a kitchen that is efficient to work in. They will be able to design a kitchen that has adequate clearance and storage. The kitchen will accommodate people with physical limitations.

ESSENTIAL QUESTIONS
Why is the kitchen the center of the house?
How would you design your dream kitchen?
How does an effient kitchen design promote safety?

KNOWLEDGE AND SKILLS

Understand the importance of an efficient kitchen layout.

Compare options for cooktops.

Compare options for countertops.

Evaluate different kitchen layouts.

Explain the basic principles for designing a kitchen.

Design a 3-D kitchen using design program. (STEM activity)

STAGE TWO

PERFORMANCE TASKS

View Kitchen Designs DVD

Discuss kitchen layouts and the do's and don'ts of an efficient plan.

Discuss cooktop and countertop options and compare advantages and disadvantages.

Discuss Universal Design in kitchens for people with physical limitations.

Complete Evaluating Kitchen Layouts.

Complete Entertainment Kitchen

Design a 3-D kitchen on the computer.

OTHER EVIDENCE

Kitchen Test

STAGE THREE

LEARNING PLAN

Introduction: Kitchen Designs DVD

Introduction: Discuss Kitchen lay outs, cooktop and countertop options.

Introduction: Discuss Universal Design

Building: Evaluating Kitchen Layouts

Building: Entertainment Kitchen

Design and Build: 3-D Kitchen

Testing: Kitchen Test

Classroom observations will be made as students work on their designs.

Unit Name: 3-D Baby Nursery　　　　　　　**Time Frame: 3 Weeks**

Author: Carol Van Sciver - Ribinsky

Subject: 3-D Nursery　　　　　　　　　　Country: **USA**

Course/Grade: Interior Design / 9-12　　　　　State/Group: **NJ**

School: **Egg Harbor Twp. High School**

UNIT SUMMARY

Students will understand that space and layout must be considered when designing a 3 dimensional room. In order for the room to feel complete students will incorporate an age appropriate theme for an infant. They will use all prior knowledge from the coarse to complete the final design. The room perspective will be have 4 walls.

UNIT RESOURCES

Graph paper

Architectural rulers

Baby furniture templates

Colored pencils

Scissors

Tape

Internet Resource Links:

STAGE ONE

GOALS AND STANDARDS

21st Century 9

CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP6. Demonstrate creativity and innovation.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP 11 Use technology to enhance productivity.

9.3.12.AC-DES.7 Employ appropriate representational media to communicate concepts and project design.

9.3.12.AC-DES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.

 9.3.12.AC-DES.6 Apply the techniques and skills of modern drafting, design, engineering and construction to projects

9.3.ST-ET.1 Use STEM concepts and processes to solve problems involving design and / or production.

9.3.ST-ET.3 Apply processes and concepts for the use of technological tools in STEM.

9.3.ST-ET.4 Apply the elements of design process.

9.3.ST-ET.5 Apply knowledge learned in STEM to solve problems.

Enduring Understanding

Students will use principles and elements of design to design a 3-D baby nursery. The use of color will be used to create a room that will appeal to an infant child.

ESSENTIAL QUESTIONS
What type of room theme would appeal to a baby?

KNOWLEDGE AND SKILLS

Design a 3-D baby's nursery.

Create age appropriate wall designs that are theme related.

STAGE TWO

PERFORMANCE TASKS

Discuss the Final project. Show samples of Nurseries.

Students will design and create a room for a baby using an age appropriate theme. The room perspective sketch will be drawn showing furniture placement on the floor and on the walls. The sketch will have 4 stand up walls and they will use the ½ inch scale. The room should be colorful, functional and have eye appeal. (STEM activity)

OTHER EVIDENCE

STAGE THREE

LEARNING PLAN

Introduction: Discuss Nursey project

Design and Build: Final Nursey Project

Classroom observations will be made as students work on their designs.

Curriculum Resources - Differentiated Instruction

Special Education Interventions in General Education

Visual Supports
Extended time to complete tests and assignments
Graphic Organizers
Mnemonic tricks to improve memory
Study guides
Use agenda book for assignments
Provide a posted daily schedule
Use of classroom behavior management system
Use prompts and model directions
Use task analysis to break down activities and lessons into each individual step needed to complete the task
Use concrete examples to teach concepts
Have student repeat/rephrase written directions
Heterogeneous grouping

Resources:

Do to Learn:
http://www.do2learn.com/

Sen Teacher:
http://www.senteacher.org/

Intervention Central:
http://www.interventioncentral.org/

Learning Ally:
https://www.learningally.org/

English Language Learners Interventions in Regular Education
Resources:

FABRIC - Learning Paradigm for ELLs (NJDOE)
www.nj.gov/education/bilingual/pd/**fabric/fabric**.pdf

Guide to Teaching ELL Students
http://www.colorincolorado.org/new-teaching-ells

Edutopia - Supporting English Language Learners
https://www.edutopia.org/blog/strategies-and-resources-supporting-ell-todd-finley

Reading Rockets
http://www.readingrockets.org/reading-topics/english-language-learners

Gifted and Talented Interventions in Regular Education
Resources:

Who are Gifted and Talented Students
http://www.npr.org/sections/ed/2015/09/28/443193523/who-are-the-gifted-and-talented-and-what-do-they-need

Hoagies Gifted Education Page
http://www.hoagiesgifted.org/programs.htm

21st Century Learning
Resources:

Partnership for 21st Century Learning
http://www.p21.org/

Career Ready Practices (NJDOE)
http://www.nj.gov/education/cte/hl/CRP.pdf