PROGRAM CONCENTRATION: **Family and Consumer Sciences**
CAREER PATHWAY: **Interior Design**
COURSE TITLE: **Foundations of Interior Design**
PREREQUISITES: **None**

Course Description: This course introduces the student to the basic fundamentals of design and the interior design profession. The skills taught throughout the course will allow the student to investigate and explore the various careers within the aspects of interior design. Students will gain knowledge of the history of interior furnishings. Basic mathematics, English language arts and science skills will be incorporated throughout the curriculum. Individual work, teamwork and presentation skills will also be incorporated into the curriculum. Upon completion of the interior design curriculum, students will have acquired the basic skills that will allow them to make a well educated move to the post secondary level.

FCS-FID-1. Students will explore and identify career options within the field of interior design.

a. Differentiate and discuss the preparation, training, and educational levels of a decorator vs. a designer.
b. Discuss the importance of professional organizations related to interior design.
c. Identify and discuss sustainability issues and environmental issues.
d. Identify and discuss various avenues and careers within the fields of professional interior design.

Academic Standards:
ELAW3 The student uses research and technology to support writing.

SEV4 Students will understand and describe availability, allocation and conservation of energy and other resources.

NFCS 11.1 Analyze career paths within the housing, interiors, and furnishings industry.

FCS-FID-2. Students will discuss issues of professional practice.

a. Identify a network for professional design resources for interior design businesses.
b. Research specific trade and professional publications.
c. Determine and list required documents for a design project.
d. Explore the ethics of professional practice.

Academic Standards:
ELALSV2 The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid

reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.

NFCS 11.8 Analyze professional practices, procedures for business profitability and career success, and the role of ethics in the housing, interiors and furnishings industries.

FCS-FID-3. Students will examine the designer-client relationship.

a. Describe personal qualities needed to work with clients effectively.
b. Identify characteristics necessary to communicate effectively both verbally and visually with a client.
c. Discuss the different presentation methods and when you might use each when working with a client.
d. Identify other participants that might be involved in a designer– client relationship, (ie architect, builder) and the importance of coordinating schedules, contracts, specifications and details to all parties for the desired end result.

FCS-FID-4. Students will explain the principles and elements of design.

a. Define the principles of design and illustrate their use: harmony, balance, proportion, scale, contrast, dominance, opposition, principality, rhythm, subordination and transition.
a. Define the elements of design and illustrate their use: line, form, color, light, material, space and texture.
b. Identify the different color schemes and how they play a role in the atmosphere you are trying to create.
c. Understand the interrelationship of the elements and principles of design.
d. Evaluate the psychological impact that elements and principles of design have on an individual.

Academic Standards:
ELAC1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

NFCS 11.2 Evaluate housing design concepts in relation to available resources and options.

FCS-FID-5. Students will explore floor plans and their importance in interior design.

a. Discuss dimensional floor plans and elevations.
b. Identify the elements of a floor plan.
c. Identify the architectural blueprint symbols, dimensions and practices.

d. Demonstrate a perspective sketch and discuss their importance in the industry.
e. Create floor plans using computer design software.

Academic Standards:
MMIP4 Students will make connections among mathematical ideas and to other disciplines.

NFCS 11.4 Demonstrate computer-aided drafting design, blueprint reading, and space planning skills required for the housing, interiors, and furnishings industry.

FCS-FID-6. Students will discuss space planning and traffic patterns.

a. Describe the typical rooms in a residence and the desired characteristics of each.
b. Identify the space requirements for each basic room and the concept of "planning for people."
c. Identify traffic patterns in a floor plan.
d. Describe the advantages and disadvantages to different floor plans and arrangements of furniture, as it relates to traffic patterns.
e. Analyze the design process of a variety of rooms with existing constraints, and how to best utilize the space.

Academic Standard:
MMIP4 Students will make connections among mathematical ideas and to other disciplines.

FCS-FID-7. Students will synthesize programming concepts that pertain to residential design.

a. Assess client needs and develop a design concept - schematic design.
b. Understand spatial needs based on clients specifications - design development.
c. Demonstrate each step in the design process - schematic design, design development and construction development.

Academic Standards:
MMIP5 Students will represent mathematics in multiple ways.

NFCS 11.6 Evaluate client's needs, goals, and resources in creating design plans for housing, interiors, and furnishings.

FCS-FID-8. Students will synthesize programming concepts that pertain to commercial design.

a. Assess client needs and develop a design concept - schematic design.
b. Understand spatial needs based on clients specifications - design development.
c. Demonstrate each step in the design process - schematic design, design development and construction development.

Academic Standards:
MMIP4 Students will make connections among mathematical ideas and to other disciplines.

NFCS 11.4 Demonstrate computer-aided drafting design, blueprint reading, and space planning skills required for the housing, interiors, and furnishings industry.

FCS-FID-9. Students will evaluate the relationship of human factors in interior design projects.

a. List the human factors of ergonomics, anthropometrics and proxmics that could impact a design.
b. Demonstrate knowledge of how the dimensions of the human body influence the outcome of a specific design project.
c. Justify specific human, environmental, or ergonomic factor for projects.
d. Determine and discuss aspects of ADA compliance and universal design.

Academic Standards:
MM1P4 Students will make connections among mathematical ideas and to other disciplines

NFCS 11.2.4 Apply principles of human behavior such as ergonomics and anthropometrics to design of housing, interiors, and furnishings.

NFCS 11.6 Evaluate client's needs, goals, and resources in creating design plans for housing, interiors, and furnishings.

FCS-FID-10. Students will apply the current use of technology as related to the study of Interior Design.

a. Demonstrate the ability to use interior design services software.
b. Apply presentation methods through the use of technology.

Academic Standards:
ELALSV1 The student participates in student to teacher, student to student, and group verbal interactions.

NFCS 11.4 Demonstrate computer-aided drafting design, blueprint reading, and space planning skills required for the housing, interiors, and furnishings industry.

NFCS 11.7.4 Utilize a variety of presentation media such as photography, video, computer, and software for client presentations.

Reading Across the Curriculum

Reading Standard Comment
After the elementary years, students engage in reading for learning. This process sweeps across all disciplinary domains, extending even to the area of personal learning. Students encounter a variety of informational as well as fictional texts, and they experience text in all genres and modes of discourse. In the study of various disciplines of learning (language arts, mathematics, science, social studies), students must learn through reading the communities of discourse of each of those disciplines. Each subject has its own specific vocabulary, and for students to excel in all subjects, they must learn the specific vocabulary of those subject areas in *context*.

Beginning with the middle grades years, students begin to self-select reading materials based on personal interests established through classroom learning. Students become curious about science, mathematics, history, and literature as they form contexts for those subjects related to their personal and classroom experiences. As students explore academic areas through reading, they develop favorite subjects and become confident in their verbal discourse about those subjects.

Reading across curriculum content develops both academic and personal interests in students. As students read, they develop both content and contextual vocabulary. They also build good habits for reading, researching, and learning. The Reading Across the Curriculum standard focuses on the academic and personal skills students acquire as they read in all areas of learning.

CTAE-RC-1 Students will enhance reading in all curriculum areas by:

Reading in All Curriculum Areas

-Read a minimum of 25 grade-level appropriate books per year from a variety of subject disciplines and participate in discussions related to curricular learning in all areas.
-Read both informational and fictional texts in a variety of genres and modes of discourse.
-Read technical texts related to various subject areas.

Discussing Books

-Discuss messages and themes from books in all subject areas.
-Respond to a variety of texts in multiple modes of discourse.
-Relate messages and themes from one subject area to messages and themes in another area.
-Evaluate the merit of texts in every subject discipline.

-Examine author's purpose in writing.
-Recognize the features of disciplinary texts.

Building Vocabulary Knowledge

-Demonstrate an understanding of contextual vocabulary in various subjects.
-Use content vocabulary in writing and speaking.
-Explore understanding of new words found in subject area texts.

Establishing Context

-Explore life experiences related to subject area content.
-Discuss in both writing and speaking how certain words are subject area related.
-Determine strategies for finding content and contextual meaning for unknown words.

CTAE Foundation Skills

The Foundation Skills for Career, Technical and Agricultural Education (CTAE) are critical competencies that students pursuing any career pathway should exhibit to be successful. As core standards for all career pathways in all program concentrations, these skills link career, technical and agricultural education to the state's academic performance standards.

The CTAE Foundation Skills are aligned to the foundation of the U. S. Department of Education's 16 Career Clusters. Endorsed by the National Career Technical Education Foundation (NCTEF) and the National Association of State Directors of Career Technical Education Consortium (NASDCTEc), the foundation skills were developed from an analysis of all pathways in the sixteen occupational areas. These standards were identified and validated by a national advisory group of employers, secondary and postsecondary educators, labor associations, and other stakeholders. The Knowledge and Skills provide learners a broad foundation for managing lifelong learning and career transitions in a rapidly changing economy.

CTAE-FS-1 Technical Skills: Learners achieve technical content skills necessary to pursue the full range of careers for all pathways in the program concentration.

CTAE-FS-2 Academic Foundations: Learners achieve state academic standards at or above grade level.

CTAE-FS-3 Communications: Learners use various communication skills in expressing and interpreting information.

CTAE-FS-4 Problem Solving and Critical Thinking: Learners define and solve problems, and use problem-solving and improvement methods and tools.

CTAE-FS-5 Information Technology Applications: Learners use multiple information technology devices to access, organize, process, transmit, and communicate information.

CTAE-FS-6 Systems: Learners understand a variety of organizational structures and functions.

CTAE-FS-7 Safety, Health and Environment: Learners employ safety, health and environmental management systems in corporations and comprehend their importance to organizational performance and regulatory compliance.

CTAE-FS-8 Leadership and Teamwork: Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

CTAE-FS-9 Ethics and Legal Responsibilities: Learners commit to work ethics, behavior, and legal responsibilities in the workplace.

CTAE-FS-10 Career Development: Learners plan and manage academic-career plans and employment relations.

CTAE-FS-11 Entrepreneurship: Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.