

PROGRAM CONCENTRATION: Family and Consumer Sciences
CAREER PATHWAY: Interior Design
COURSE TITLE: Interior Design Furnishings, Materials and Components
PREREQUISITES: None

Course Description: The materials and components course is related to interior design and construction and introduces the student to a wide array of building fixtures, furnishings, and equipment used in the industry. Students will learn to read scaled floor plans, estimate quantity, and understand specifications for residential and commercial products. Knowledge of current industry standards, correct product applications, and product resource development are important elements in this course. Students will research career options including educational requirements, salary expectations, and job demands. Projects will involve individual work, team work, verbal presentations, and application of computer technology.

FCS-IFMC-1. Students will explore and identify career options within the field of interior design as related to furnishings, materials and components.

- a. Explain the roles and functions of individuals engaged in interiors and furnishings careers.
- b. Analyze opportunities for employment and entrepreneurial endeavors.
- c. Summarize education, training and credentialing requirements and opportunities for career paths in interiors and furnishings.
- d. Analyze the impact of housing, interiors, and furnishings occupations on local, state, national, and global economies.
- e. Create an employment portfolio for use with applying for internships and work-based learning opportunities in interiors and furnishings careers.
- f. Analyze the role of professional organizations in interiors and furnishings professions.

Academic Standards:

ELAW3 The student uses research and technology to support writing.

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

FCS-IFMC-2. Students will distinguish historical characteristics of furnishings and accessories as well as architectural styles by period and designer from antiquity to 21st century.

- a. Describe features of furnishings that are characteristic of various historical periods.
- b. Explain how property, mass production, and technology are related to the various periods.
- c. Illustrate the development of architectural styles throughout history.

- d. Compare and contrast historical architectural details to current housing and interior design trends.
- e. Analyze future design and development trends in architecture, interiors, furniture, and furnishings.
- f. Discuss factors that define quality furniture construction.
- g. Compare the value of antiques based on their origin, originality, materials, and conditions.

Academic Standards:

ELAW3 The student uses research and technology to support writing.

NFCS 11.8.7 Demonstrate knowledge of the arts, of various resources, and of cultural impact upon design industries.

NFCS 11.5 Analyze influences on architectural and furniture design and development.

FCS-IFMC-3. Students will recognize the importance of appropriate finishes and materials needed for interior environments.

- a. Read and interpret manufacturers' specification for various materials and components in appropriate applications.
- b. Evaluate and compare products for appropriate applications for residential design and commercial FF&E (Fixtures, Furnishings, and Equipment).
- c. Discuss the importance of interior finishes in creating the mood or desired atmosphere for the space.

Academic Standards:

MM1P1 Students will solve problems (using appropriate technology).

NFCS 11.3 Evaluate the use of housing and interior furnishings and products in meeting specific design needs.

FCS-IFMC-4. Students will discuss the selection and resources for interior wall space.

- a. Analyze product information and evaluate manufacturers, products, and materials considering care, maintenance, safety, and environmental protection issues.
- b. Examine different kinds and qualities of paints and the variety of methods for application, selection, and design.
- c. Examine the varieties of wallpaper types and discuss the qualities and decorative treatments available.
- d. Describe and identify the various types of molding, i.e. chair rail, crown, and base.
- e. Demonstrate measuring, estimating, ordering, purchasing, and pricing skills.

Academic Standards:

SEV5: Students will recognize that human beings are part of the global ecosystem and will evaluate the effects of human activities and technology on ecosystems.

MM1P4 Students will make connections among mathematical ideas and to other disciplines.

NFCS 11.3.3 Demonstrate measuring, estimating, ordering, purchasing, and pricing skills.

NFCS 11.4.3 Draw an interior space to mathematically accurate scale using correct architecture symbols and drafting skills.

FCS-IFMC-5. Students will discuss the basic principles of lighting design and its application for residential and commercial projects.

- a. Analyze product information and evaluate manufacturers, products, and materials considering care, maintenance, safety, and environmental protection issues.
- b. Describe how a room design is impacted by natural light, artificial light, types of window treatments, and orientation to sunlight.
- c. Describe and identify types and usage of artificial light, including incandescent, fluorescent, and halogen.
- d. Describe and identify ceiling, cove, portable, recessed, strip, track, and wall lighting fixtures.

Academic Standards:

MM1P1 Students will solve problems (using appropriate technology).

NFCS 11.3 Evaluate the use of housing and interior furnishings and products in meeting specific design needs.

FCS-IFMC-6. Students will describe the function and purpose of window treatments.

- a. Describe window treatments with the following considerations: direction of the window, shape of the window, purpose of the window, style of the room, cost, maintenance, and energy efficiency.
- b. Identify types of window treatments, including curtains, drapes, shades/blinds/shutters, cornices, valances, and swags.
- c. Categorize window treatments as drapery or non-drapery.

Academic Standards:

MMIP3 Students will communicate mathematically.

NFCS 11.3 Evaluate the use of housing and interior furnishings and products in meeting specific design needs.

FCS-IFMC-7. Students will identify functional work centers for kitchen planning and evaluate the need for component selections for commercial and residential design.

- a. Appraise various fixtures and equipment that provide cost and quality choices for clients, considering first-cost and product life-cycle costing.
- b. Analyze product information, including but not limited to floor coverings, wall coverings, textiles, window treatments, furniture, lighting fixtures, and kitchen and bath fixtures and equipment.
- c. Discuss the three main work centers and work triangles.
- d. Discuss and evaluate current trends.

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 11.3 Evaluate the use of housing and interior furnishings and products in meeting specific design needs.

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

FCS-IFMC-8. Students will identify and compare functional fixtures and finishes for residential and commercial bathrooms.

- a. Appraise various fixtures and equipment that provide cost and quality choices for clients, considering first-cost and product life-cycle costing.
- b. Analyze product information, including but not limited to floor coverings, wall coverings, textiles, window treatments, furniture, lighting fixtures, and kitchen and bath fixtures and equipment.
- c. Discuss and evaluate current trends.

Academic Standards:

ELAW3 The student uses research and technology to support writing.

NFCS 11.3 Evaluate the use of housing and interior furnishings and products in meeting specific design needs.

FCS-IFMC-9. Students will analyze professional practices, procedures for business profitability and career success, and the role of ethics in the interiors and furnishings industries.

- a. Analyze legislation, regulations, and public policy affecting the housing, interiors, and furnishings industry.
- b. Analyze personal and employer responsibilities and liabilities regarding industry related safety, security, and environmental factors.
- c. Analyze how security and inventory control strategies, laws and regulations, and worksite policies and procedures affect loss prevention and profit.
- d. Demonstrate procedures for reporting and handling accidents, safety, and security incidents.
- e. Apply procedures for maintaining inventory control and loss prevention, including cash and credit transactions.
- f. Analyze operational costs such as mark ups, mark downs, cash flow, and other factors affecting profit.
- g. Demonstrate knowledge of the arts, of various resources, and of cultural impact upon design industries.

Academic Standards:

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

NFCS 11.7 Apply design knowledge, skills, processes, and theories and oral, written, and visual presentation skills to communicate design ideas.

FCS-IFMC-10. Students will apply design knowledge, skills, processes, and theories and oral, written, and visual presentation skills to communicate design ideas.

Academic Standards:

NFCS 11.7 Apply design knowledge, skills, processes, and theories and oral, written, and visual presentation skills to communicate design ideas.

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.

Implementation date
Fall 2009

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