



GEORGIA MIDDLE SCHOOL

Instructional Resources

CAREER, TECHNICAL, & AGRICULTURAL EDUCATION

FAMILY AND CONSUMER SCIENCE

COURSE: 20.011 Family and Consumer Sciences - 6th Grade

UNIT 6: Interior Design



INTRODUCTION

Annotation:

This lesson teaches students about house designing and organizing your house and your closet. It also teaches students how to and the importance of creating a comfortable and safe living space.

Grade(s):

X	6 th
	7 th
	8 th

Time: Five to six 40 minute periods

Author: Pat Thrash

Additional Author(s):

Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided appropriately. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation. Many students (both with and without disabilities) who struggle with reading may benefit from the use of text reading software or other technological aids to provide access to printed materials. Many of these are available at little or no cost on the internet.



FOCUS STANDARDS

GPS Focus Standards:

FCS6-ID1: Students will analyze factors (social, psychological, economic, cultural) affecting housing and interior design decisions for individuals and families and how those decisions impact society.

- a) Identify basic human needs met through housing.
- b) Identify lifestyle, needs, values, and goals related to housing.
- c) List safe household practices.
- d) Suggest ways to create a comfortable living space.

GPS Academic Standards:

S6CS2 – Students will use standard safety practices for all classroom laboratory and field investigations.

M6G1. Students will further develop their understanding of plane figures.

- a. Determine and use lines of symmetry.
- b. Investigate rotational symmetry, including degree of rotation.
- c. Use the concepts of ratio, proportion and scale factor to demonstrate the relationships between similar plane figures.
- d. Interpret and sketch simple scale drawings.
- e. Solve problems involving scale drawings.



UNDERSTANDINGS & GOALS

Enduring Understandings:

Every student needs to have basic skills for living. Drafting or knowing how to arrange furniture or clothing for best care and presentation benefits all students and adults in creating a pleasant and functional environment. Learning to care for belongings in a positive and pro-active manner crosses over into a student's ability to develop good work and employability skills. Students gain even more by learning to recognize that values guide our goals and learning how to recognize the purpose and attributes of goals carries over into their work ethic and their future by helping individual to make better choices.

Essential Questions:

- What drives our choices for housing?
- What are needs, values and goals?
- How can we create a comfortable and safe living space?

Knowledge from this Unit:

- Students will learn how to better organize their living environment and how to organize their belongings in a pleasant and effective manner. They will also be able to set priorities in organization and know how to determine the needs of upkeep for a home/room. Finally, students will be able to better communicate with parents to achieve goals as an individual and as a family.

Skills from this Unit:

Students should be able to:

- Rearrange their closet in a more organized manner

- Create a chore checklist for themselves and their family
- Show how to determine the area of a given space



ASSESSMENT(S)

Assessment Method Type:

- ☒ Pre-test
- ☐ Objective assessment - multiple-choice, true- false, etc.
 - ☐ Quizzes/Tests
 - ☐ Unit test
 - ☐ Group project
- ☒ Individual project
- ☒ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
 - ☒ Self-check rubrics
 - ☐ Self-check during writing/planning process
 - ☐ Journal reflections on concepts, personal experiences and impact on one's life
 - ☐ Reflect on evaluations of work from teachers, business partners, and competition judges
 - ☐ Academic prompts
 - ☐ Practice quizzes/tests
- ☐ Subjective assessment/Informal observations
 - ☐ Essay tests
 - ☐ Observe students working with partners
 - ☐ Observe students role playing
- ☐ Peer-assessment
 - ☐ Peer editing and commentary of products/projects/presentations using rubrics
 - ☐ Peer editing and/or critiquing
- ☒ Dialogue and Discussion
 - ☒ Student/teacher conferences
 - ☐ Partner and small group discussions
 - ☐ Whole group discussions
 - ☐ Interaction with/feedback from community members/speakers and business partners
- ☒ Constructed Responses
 - ☐ Chart good reading/writing/listening/speaking habits
 - ☒ Application of skills to real-life situations/scenarios
- ☒ Post-test

Assessment(s) Title and Attachments:

FACS_6-6_Closet Math Worksheet
 FACS_6-6_Closet Re-Arrangement Rubric.doc
 FACS_6-6_Tree Map of Factors That Affect Choices in Housing.doc
 FACS_6-6_Housing and Interiors Pre-test.doc
 FACS_6-6_Housing and Interiors Post-test.doc
 Power of One- Closet Re-Arrangement Project

Assessment(s) Description/Directions:

See each assessment and daily lesson plans



LEARNING EXPERIENCES

Lesson Plan(s): INTRODUCTION

1. Identify the Standards. Standards should be posted in the classroom for each lesson.

MSFCS6-ID1 -Students will analyze factors (social, psychological, economic, cultural) affecting housing and interior design decisions for individuals and families and how those decisions impact society.

- a) Identify basic human needs met through housing.
- b) Identify lifestyle, needs, values, and goals related to housing.
- c) List safe household practices.
- d) Suggest ways to create a comfortable living space.

M6G1. Students will further develop their understanding of plane figures.

- a. Determine and use lines of symmetry.
- b. Investigate rotational symmetry, including degree of rotation.
- c. Use the concepts of ratio, proportion and scale factor to demonstrate the relationships between similar plane figures.
- d. Interpret and sketch simple scale drawings.
- e. Solve problems involving scale drawings.

2. Review Essential Questions. Post Essential Questions in the classroom

- What drives our choices for housing?
- What are needs, values and goals?
- How can we create a comfortable and safe living space?

Attachments for Learning Experiences:

FACS_6-6_Collaborative Effort and Rubric.doc
FACS_6-6_Tree Map of Factors That Affect Choices in Housing.doc
FACS_6-6_Factor puzzle pieces.doc
FACS_6-6_Factors puzzle pictures - financial.doc
FACS_6-6_Factors Puzzle Pictures - social.doc
FACS_6-6_Factors Puzzle Pictures -psychological.doc
FACS_6-6_Factors Puzzle Pictures-cultural.doc
FACS_6-6_Evaluate Your Closet.doc
FACS_6-6_Closet Re-Arrangement Rubric.doc
FACS_6-6_Power of One Project.doc
FACS_6-6_Housing and Interiors Post-test.doc
FACS_6-6_Managing Time Worksheet for powerpoint.doc
FACS_6-6_Managing Your Time.ppt
FACS_6-6_Clothing Care and Organization.ppt

• LESSON 1: HOUSING DESIGN

1. Identify the standards. Standards should be posted in the classroom.

MSFCS6-ID1 -Students will analyze factors (social, psychological, economic, cultural) affecting housing and interior design decisions for individuals and families and how those decisions impact society.

a) Identify basic human needs met through housing.

2. Review Essential Questions. Post Essential Questions in the classroom.
 - What drives our choices for housing?

3. Activities

Prep Work: Teacher will cut up sheets with the four factors-social, psychological, economical, and cultural-written on them; four sheets with written examples of each of the factors; and four sheets of pictures of the examples of each category.

Students will:

1. Put the puzzles together
2. Once the puzzles are put together, group the students by the category
3. In category groups, students will create a leg of a tree map
4. Once each leg of the tree map is completed, students will compile the results on a wall or bulletin board to create a full tree map of what drives our choices
5. Teacher will review work with students and discuss results having explain their section.
6. Students will then determine what the basic needs we all need in housing that come from the factors that affect our choices

Resources:

FACS_6-6_Factor puzzle pieces.doc
FACS_6-6_Factors puzzle pictures - financial.doc
FACS_6-6_Factors Puzzle Pictures - social.doc
FACS_6-6_Factors Puzzle Pictures -psychological.doc
FACS_6-6_Factors Puzzle Pictures-cultural.doc
Bulletin board or taped wall with tree map basis
Colored Paper / Markers / Crayons / Colored Pencils

4. Assessment

FACS_6-6_Collaborative Effort and Rubric.doc
FACS_6-6_Tree Map of Factors That Affect Choices in Housing.doc

• LESSON 2: REORGANIZING YOUR CLOSET

1. Identify the standards. Standards should be posted in the classroom.

MSFCS6-ID1 -Students will analyze factors (social, psychological, economic, cultural) affecting housing and interior design decisions for individuals and families and how those decisions impact society.

b) Identify lifestyle, needs, values, and goals related to housing.

M6G1. Students will further develop their understanding of plane figures.

a. Determine and use lines of symmetry.

- b. Investigate rotational symmetry, including degree of rotation.
 - c. Use the concepts of ratio, proportion and scale factor to demonstrate the relationships between similar plane figures.
 - d. Interpret and sketch simple scale drawings.
 - e. Solve problems involving scale drawings.
- 2. Review Essential Questions. Post Essential Questions in the classroom.
 - What are needs, values and goals?
- 3. Activities
 - Teacher will introduce the culminating activity as a home project and a project that may be used for FCCLA Power of One project. This means that students will be capable of earning class credit and state/national recognition for their effort.
 - Power of One Project for Family and Consumer Science
 - Power of One Project is one that helps you to better yourself and your environment in an individualized manner. Attached is the FCCLA form that helps to explain how to plan for your project, but the following questions are to guide you in the assigned activity that you are being given, as opposed to have chosen.
How we make decisions on our environment needs to take into account many factors, and technology and design have had major effects in design of our living environments. With this in mind, you need to evaluate your closet! Give students the Evaluate your Closet worksheet.
 - Options for the Project:
 - 1. You may draw on graph paper your closet and show how everything placed.
 - 2. You may do a power point with pictures showing how a before and after pictures of the process of change – minimum of 5 photos
 - 3. You may do a video onto a USB drive so that it can be shown in class of the process of the change to your closet – minimum of 2 minutes and a maximum of 7 (use fast forward to show major changes as they happen).
 - Due Date for Project: Week following conclusion of project (8-10 days from introduction)

Resources:

FCCLA Power of One Papers (order from State FCCLA Office)
 FACS_6-6_Closet Math Worksheet.doc
 FACS_6-6_Evaluate Your Closet.doc
 Computer / Power Point / Cameras / Websites

- 4. Assessments
 - FACS_6-6_Closet Re-Arrangement Rubric.doc
 - FACS_6-6_Power of One Project.doc

• LESSON 3: CREATING A COMFORTABLE AND SAFE LIVING SPACE

- 1. Identify the standards. Standards should be posted in the classroom.

MSFCS6-ID1 -Students will analyze factors (social, psychological, economic, cultural) affecting housing and interior design decisions for individuals and families and how those decisions impact society.

 - c) List safe household practices.
 - d) Suggest ways to create a comfortable living space.
- 2. Review Essential Questions. Post Essential Questions in the classroom.
 - How can we create a comfortable and safe living space?

3. Activities

- Students will:
 1. Watch a power point on Managing time and complete a listening guide for notes
 2. Review the previous power point on laundry and basic upkeep of an individual's room and create a personal housekeeping chart for the student and their family.
 3. Create a list of chores to be accomplished by the family for daily, twice weekly, weekly and monthly jobs/chores that need to be done for a better running household. The list created will be reviewed by the students family and adjustments made where needed.
 4. Work with parents and review the chore checklist for the family that the student made in class and make accommodations or amendments where needed.
 5. Take post test
 6. Evaluate chore list and write a paragraph (Writing Across the Curriculum) as to how the student thinks it will or won't work out.
 7. Have Closet Re-Arrangement project checked off and help given as needed.

Resources

FACS_6-6_Managing Your Time.ppt
FACS_6-6_Managing Time Worksheet for powerpoint.doc
FACS_6-6_Clothing Care and Organization.ppt
Charts / markers / textbooks (for ideas)

4. Assessments

Mini-project Chore Checklist
FACS_6-6_Housing and Interiors Post-test.doc
FACS_6-6_Managing Time Worksheet for powerpoint.doc
FACS_6-6_Managing Time Worksheet for powerpoint.doc



CULMINATING PERFORMANCE TASK

Culminating Unit Performance Task Title:

FACS_6-6_Evaluate Your Closet.doc

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

See Lesson 2 for details



UNIT RESOURCES

Web Resources:

www.fcclainc.org

Attachment(s):

Tree Map Example

Student generated Weekly Checklist

Materials & Equipment:

Computer – PAINT by Microsoft

- POWER POINT PRESENTATIONS by Microsoft

What 21st Century Technology was used in this unit:

<input checked="" type="checkbox"/>	Slide Show Software
<input type="checkbox"/>	Interactive Whiteboard
<input type="checkbox"/>	Student Response System
<input type="checkbox"/>	Web Design Software
<input type="checkbox"/>	Animation Software
<input type="checkbox"/>	Email

<input checked="" type="checkbox"/>	Graphing Software
<input checked="" type="checkbox"/>	Calculator
<input type="checkbox"/>	Desktop Publishing
<input type="checkbox"/>	Blog
<input type="checkbox"/>	Wiki
<input checked="" type="checkbox"/>	Website

<input type="checkbox"/>	Audio File(s)
<input checked="" type="checkbox"/>	Graphic Organizer
<input checked="" type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Video
<input type="checkbox"/>	Electronic Game or Puzzle Maker