



GEORGIA MIDDLE SCHOOL

Instructional Resources

CAREER, TECHNICAL, & AGRICULTURAL EDUCATION

FAMILY & CONSUMER SCIENCES

COURSE: Family and Consumer Sciences

UNIT 6: Interior Design

INTRODUCTION

Annotation:

Students will gain an understanding of why we make the housing choices we make by learning to recognize the affects of social, psychological, economic, and cultural factors on those decisions.

Grade(s):

<input type="checkbox"/>	6 th
<input checked="" type="checkbox"/>	7 th
<input type="checkbox"/>	8 th

Time:

Five to Twelve 50 minute periods

Author:

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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:

FACS7-ID1- Students will analyze factors (social, psychological, economic, cultural) affecting housing and interior design decisions for individuals and families and how those decision impact society.

- a) Identify household tasks needed for efficient care of living space.
- b) Evaluate family tasks and adjustments related to moving.
- c) Practice ways to organize and design living space.
- d) Identify adaptations that would improve a living space for individuals with disabling conditions.

GPS Academic Standards:

M7A3 – Students will understand relationships between two variables.

M7G2 Students will demonstrate understanding of transformations.

M7P4 – Students will make connections among mathematical ideas and to other disciplines.

UNDERSTANDING & GOALS

Enduring Understandings:

- A person will benefit their entire life by learning to make effective housing decisions by developing the skills to analyze and understand needs, lifestyle, finances and community.
- The development of skills to create comfortable, clean, organized and adaptable interiors and arrangements enables personal creativity and self satisfaction while making effective use of resources in a financially wise and environmentally friendly (green) manner.

Essential Questions:

- How do lifestyle, emotions, culture and finances affect our choices in housing? Or
- What are the factors that affect our housing and interior design choices and how do we identify and relate to these factors?
- What tasks are needed for the efficient care of a home and the living areas?
- How can practice on organizational skills of one's living space be beneficial?
- When designing your living space, why would it be beneficial to consider adaptations for individuals with disabilities and remembering to try and go green where possible?
- What are the elements and principles of design and how do the elements and principles affect our lives?
- How does learning to draft basic geometric shapes help to learn about the arrangement of items in our homes?
- How can the drafting and designing of a geometric quilt design teach an individual about the elements and principles of design?
- How can learning basic drafting benefit in learning how to better organize the arrangement of a home?

Knowledge from this Unit:

Students will:

- Explain housing choices based on the affects of lifestyles, emotions, finances and community, both positive and negative.
- Identify tasks that are needed to maintain and clean a household and develop cleaning plans for specific areas in the house.
- Discuss ways to organize living space
- Demonstrate basic drafting skills
- Evaluate ways to improve a living space for individuals with disabilities

Skills from this Unit:

Students will:

- Make a cleaning plan for specific areas of a home.
- Use a computer program to draw a room and arrange furniture
- Effectively use a ruler
- Draft a mathematically correct and balanced quilt design that shows use of the elements and principles of design.
- Work with a group to reach consensus for a group project.

ASSESSMENTS

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:

Design: For the home and creativity – Pre-test

Assessment(s) Description/Directions:

Attachments for Assessment(s):

LESSON PLANS

• INTRODUCTION

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

FACS7-ID1- Students will analyze factors (social, psychological, economic, cultural) affecting housing and interior design decisions for individuals and families and how those decision impact society.

- a) Identify household tasks needed for efficient care of living space.
- b) Evaluate family tasks and adjustments related to moving.
- c) Practice ways to organize and design living space.
- d) Identify adaptations that would improve a living space for individuals with disabling conditions.

2. Review Essential Questions.

- How do lifestyle, emotions, culture and finances affect our choices in housing? Or
- What are the factors that affect our housing and interior design choices and how do we identify and relate to these factors?
- What tasks are needed for the efficient care of a home and the living areas?
- How can practice on organizational skills of one's living space be beneficial?
- When designing your living space, why would it be beneficial to consider adaptations for individuals with disabilities and remembering to try and go green where possible?
- What are the elements and principles of design and how do the elements and principles affect our lives?
- How does learning to draft basic geometric shapes help to learn about the arrangement of items in our homes?
- How can the drafting and designing of a geometric quilt design teach an individual about the elements and principles of design?
- How can learning basic drafting benefit in learning how to better organize the arrangement of a home?

3. Identify and review the unit vocabulary.

• LESSON 1

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

FACS7-ID1- Students will analyze factors (social, psychological, economic, cultural) affecting housing and interior design decisions for individuals and families and how those decision impact society.

2. Review Essential Question(s). Post Essential Questions in the classroom.

- Why do we make the choices we make for housing and interiors?

3. Prepare students for culminating project of personal and group designs
4. Explain the math involved
5. Create a circle map of what design is to you.
 - In the inside circle, write ***What is design?***
 - In the outer circle, write down everything that has or is a design.
 - Determine your point of view by making note of where you learned about these designs. (see example)
 - Use the website <http://www.thinkingmaps.com/htthinkmapx.php3> for examples of circle maps.
6. Resources:
 - Overhead
 - Notebooks
 - Worksheets
 - Class discussion
7. Assessment:
 - Circle Map
 - Unit Pre-Test

• LESSON 2

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

FACS7-ID1- Students will analyze factors (social, psychological, economic, cultural) affecting housing and interior design decisions for individuals and families and how those decision impact society.
 - a) Identify household tasks needed for efficient care of living space.
 - b) Evaluate family tasks and adjustments related to moving.
 - c) Practice ways to organize and design living space.
 - d) Identify adaptations that would improve a living space for individuals with disabling conditions.
2. Review Essential Question(s). Post Essential Questions in the classroom.
 - What is design and what does it have to do with our life, home and environment?
 - What tasks are needed for the efficient care of a home and the living areas?
 - How can practice on organizational skills of one's living space be beneficial?
3. Students will work in centers to create a brace map of why we choose and need housing, create a tree map describing / identifying the specialty areas of a home and work on the computer and draw your room and arrange furniture within. Go to the website <http://www.thinkingmaps.com/htthinkmapx.php3> for examples of these maps.

4. Alternative manner of teaching if there is access to a computer lab, work on the computer by the group, then do each assignment as a whole class activity.

Note: Differentiated Instruction can be done best by sizing down the assignment per person or pairing students that need help with stronger students and have a pair-product grade.

5. Using Applying Life Skills (or any other FCS general text), create a brace map of the reasons we choose and need housing.
6. Using Applying Life Skills (or any other FCS general text), create a tree map describing /identifying the specialty areas of a home. Within each area of the tree map, determine if other information can be described or identified to create a compound thinking map.
7. Using Applying Life Skills (or any other FCS general text), create a flow map that shows the daily, weekly, monthly and yearly tasks needed to keep a house clean and functioning.(see attachment about moving/clutter)
8. Using the computer and the program *Furniture Arrangement by Orange Juice*, draw your room as it looks now and print; then draw your room again with a different room arrangement
9. On your maps and your room drawing, identify areas and ways to make the room more suitable for an individual that is in a wheel chair and blind.

10. Resources:

- Colored paper (two different colors for each tree map)
- Rulers
- Colored Pencils / Markers
- Magazines
- Computers
- Orange Juice Express Furniture Arrangement Software
- Applying Life Skills
 - Unit 10: Housing & the Environment
 - Chapter 38 Where You Live
 - Chapter 39 Decorating Living Space
 - Chapter 40 Clean & Safe Environments

11. Assessment:

- Brace Map
- Compound Tree Map
- Computer Drawing of Room

• LESSON 3

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

FACS7-ID1- Students will analyze factors (social, psychological, economic, cultural) affecting housing and interior design decisions for individuals and families and how those decision impact society.

c) Practice ways to organize and design living space.

d) Identify adaptations that would improve a living space for individuals with disabling conditions.

2. Review Essential Question(s). Post Essential Questions in the classroom.

- What tasks are needed for the efficient care of a home and the living areas?
- How can practice on organizational skills of one's living space be beneficial?

3. Review the design circle map and/or complete – bell work

4. Determine ways to organize our living space

- make a tree map of different locations in the home
- identify ways- specific chores - that organize the space
- explain the benefit of such an activity – students and teacher

5. Prepare for video

6. Watch video – DESIGN I – Elements of design or power point, use the attachment **FACS 7-6 Elements of design notes worksheet.**

7. Watch video - DESIGN II – Principles of design or power point (see attachments)

8. Once videos are completed, students will walk from kitchen to kitchen and complete the worksheet by reading and filling in the blanks (read to cloze of sorts)

9. Resource:

- Paper for tree map
- Circle map
- Video - **DESIGN I – Elements of design, Learning Zone**
- Video – **DESIGN II – Principles of design, Learning Zone**
- Notes for Round Robin to be completed after both videos

10. Assessments:

- Circle Map
- Tree Map
- Participation for watching video
- Round Robin notes

• LESSON 4

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

FACS7-ID1- Students will analyze factors (social, psychological, economic, cultural) affecting housing and interior design decisions for individuals and families and how those decision impact society.

c) Practice ways to organize and design living space.

M7G2. Students will demonstrate understanding of transformations.

a. Demonstrate understanding of translations, dilations, rotations, reflections, and relate symmetry to appropriate transformations.

b. Given a figure in the coordinate plane, determine the coordinates resulting from a translation, dilation, rotation, or reflection.

2. Review Essential Question(s). Post Essential Questions in the classroom.

- How can learning to draw mathematically correct quilt designs benefit our academic math class?
- How does learning to draft basic geometric shapes help to learn about the arrangement of items in our homes?
- How can the drafting and designing of a geometric quilt design teach an individual about the elements and principles of design?

3. Introduction of mathematically correct designs of quilt patterns

4. Discuss the math concepts involved

5. Have the students complete the math worksheet; use attachment **FACS 7-6 Quilt Design Math Exercise**.

6. Have students identify their feelings and reactions to colors and identify favorites and more

7. Explain and have students create a color wheel and color schemes to better understand how the colors help to identify balance and symmetry with their designs.

8. Show the grid sheet and how to set the grid

9. With given examples, students will create 6 personal mathematically correct quilt designs. Use the attachment **FACS 7-6 Personal Quilt Designs**.

10. Show students how to properly use a ruler to attain strain lines and solid angles

11. Show students how map out coordinate pairs for their quilt designs

12. Use the attachment **FACS 7-6 Personal Quilt Designs** for instructions and examples.

• LESSON 5

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

FACS7-ID1- Students will analyze factors (social, psychological, economic, cultural) affecting housing and interior design decisions for individuals and families and how those decision impact society.

c) Practice ways to organize and design living space.

2. Review Essential Question(s). Post Essential Questions in the classroom.
 - How can a group come to consensus, work as a team, and create design that abides by the elements and principles of design?
3. Students will choose a design from the designs done by their table group
4. Collect flip chart piece of 1" graph paper and grid the graph paper as done on personal designs
5. Replicate the chosen quilt design in a 16" x 16" area
6. In the white space left over from the quilt design drawing, draw one quadrant of designs for patterns to be used to cut out wallpaper samples
7. Determine colors not desired to be used
8. Collect wallpaper samples that the group finds acceptable for patterns to be cut from
9. Once the wallpaper has been cut using the pattern pieces, arrange on the drawn quilt design then glue from the inside out one piece at a time. Watching to overlap and not leave unnecessary white space
10. Once glued, cut excess white paper off of quilt pattern
11. Glue finished design onto bulletin board paper to help stabilize the design for lamination.
12. Have students complete a group evaluation form
13. Resources:
 - Large flip chart or roll of 1" graph paper
 - Rulers
 - Wallpaper sample books (check with local decorators for donations)
 - Glue, scissors
14. Assessments:
 - Design completed (group grade)
 - Design completed on time (participation grade)
 - Design balanced, color/line/and shape in congruence with elements and principles of design (group grade)
 - Group evaluation
 - Rubric
 - Post-test

Attachments for Learning Experiences:

Notes & Reflections:

CULMINATING PERFORMANCE TASK

Culminating Unit Performance Task Title:

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Attachments for Culminating Performance Task:

[SEVENTH GRADE TEAMING EXERCISE-smaller type 2.doc](#)

UNIT RESOURCES

Web Resources:

Attachment(s):

Materials & Equipment:

- OJ Express Basic Furniture Arrangement Software
- ¼ " Graph Paper
- Pencils
- Furniture templates or template rulers
- Word processing program
- Database program (excel etc)
- Power Point

What 21st Century Technology was used in this unit?

<input checked="" type="checkbox"/>	Slide Show Software
<input checked="" 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 checked="" type="checkbox"/>	Video
<input type="checkbox"/>	Electronic Game or Puzzle Maker