



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 complete activities to get a hands-on learning experience about the interior design process.

Grade(s):

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

Time:

Six 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:

- FACS8-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.
- Identify specific consideration and/or adaptations that would improve a living space for individual with disabling conditions.
 - Apply the elements and principles of design by creating a project.
 - Explain ways to conserve natural resources in family, school, work and/or community settings.
 - Identify the impact of technology on residential and commercial design.

GPS Academic Standards:

- M7G3** Students will use the properties of similarity and apply these concepts to geometric figures.
- M8P5** Students will represent mathematics in multiple ways.
- S8CS3** Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.

UNDERSTANDINGS & 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, 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?
- What are the factors that affect our housing and interior design choices and how do we identify and relate to these factors?
- How has technology changed residential and commercial designs over time?
- How do you apply the elements (line, shape, texture/pattern, color) and principles (balance, proportion, scale, rhythm, emphasis, and harmony) of design?
- 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?
- How do you do basic drafting of a room or apartment?

Knowledge from this Unit:

Students will be able to:

- Discuss adaptations needed for individuals with disabilities
- Identify and analyze ways to better use resources to conserve natural resources and reduce an individual's carbon footprint.
- Explain how social, psychological, financial, and cultural factors affect our choices/decisions.
- Explain ways technology has changed our homes.

Skills from this Unit:

Students will be able to:

- Draw a basic floor plan and how to do basic furniture arrangement.
- Measure and calculate square footage /area.
- Make housing decisions based on lifestyles, emotions, finances and community.
- Apply the elements and principles of design to personal housing needs.
- Analyze the benefits of technological changes/innovations in housing and interior design and apply those that fit ones needs and resources.

ASSESSMENTS

Assessment Method Type:

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

Assessment(s) Title:

Pre-test

Rubric

Post-test

Attachments for Assessment(s):

Housing and Interior Design Pre-test and post-test

Design Pre Test

Group Circle Maps of factors affecting housing decisions

Circle Maps are a student generated brainstorming activity

Tree Map Tech Changes in Interior Design and Housing

Color wheel[1]

LESSON PLANS

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

- FACS8-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 specific consideration and/or adaptations that would improve a living space for individual with disabling conditions.
 - b) Apply the elements and principles of design by creating a project.
 - c) Explain ways to conserve natural resources in family, school, work and/or community settings.
 - d) Identify the impact of technology on residential and commercial design.

2. Review Essential Questions.

- How do lifestyle, emotions, culture and finances affect our choices in housing?
- What are the factors that affect our housing and interior design choices and how do we identify and relate to these factors?
- How has technology changed residential and commercial designs over time?
- How do you apply the elements (line, shape, texture/pattern, color) and principles (balance, proportion, scale, rhythm, emphasis, and harmony) of design?
- 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?
- How do you do basic drafting of a room or apartment?

3. Identify and review the unit vocabulary.

Vocabulary				
Adaptations	Commercial	Drafting	Residential	Traffic flow
Architect	Cubic Square footage	Financial	Scale	Traffic patterns
Area	Cultural	Green	Social	
Arrangement	Design	Interior Design	Square footage	
CAD	Design elements	Interior Designer	Technology	
Carbon footprint	Design principles	Psychological	Templates	

• LESSON 1: FACTORS THAT AFFECT HOUSING DECISIONS

1. FCS Standard: **FACS8-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.
2. Essential Questions:
 - How do lifestyle, emotions, culture and finances affect our choices in housing?
 - What are the factors that affect our housing and interior design choices and how do we identify and relate to these factors?
3. Students will:
 - Brainstorm by table or small groups definitions of the four factors and determine examples of each.
 - Share finding with class.
 - View **Factors Affecting Housing Choices** power point, listen to explanations of power point by teacher, give comments and ask questions.
4. Teacher will introduce the project to be worked on as you learn other aspect of design.

• LESSON 2: TECHNOLOGICAL CHANGES

1. Essential Question:
 - How has technology changed residential and commercial designs over time?
2. Students will:
 - Watch **Technology and Interior Design Changes** power point, listen to lecture on technological changes in calculators, drafting, measuring tools and materials with which homes are built.
 - Discuss how innovations actually have made major changes.
 - Have students to create a tree map using the categories shown in power point then note how these innovations affect design. (tree map for grade)

• LESSON 3: REVIEW ELEMENTS AND PRINCIPLES OF DESIGN

1. Students will:
 - Watch videos on the **Elements of Design** and the **Principles of Design**.
Or in case they have seen a video previously:
 - Review the **Elements of Design** and the **Principles of Design** with a power point.
 - Take notes

• LESSON 4: EVALUATE ADAPTATIONS FOR INDIVIDUALS WITH DISABILITIES

1. Students will either go to the computer lab to use website or do in class on electronic overhead:
Website: <http://www.designlinc.com/destips.htm>

2. Students will create a checklist to evaluate the classroom kitchen from the information noted on the website. Each table group will be assigned a different category noted on the website under Design Tips. From these categories, each table group will create a brace map of design changes that would make the particular room more usable, effective and safe for an individual with disabilities.

• **LESSON 5: CREATE ONE BEDROOM APARTMENT or REDESIGN YOUR BEDROOM**

1. Essential Question:
 - 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?
 - How do you do basic drafting of a room or apartment?
 - How do you do basic drafting of a room or apartment?
2. Students will:
 - Read and review the written instructions for their project.
 - Discuss with the teacher what is expected.
3. Teacher will:
 - Allow students to choose which project they wish to complete.
 - Explain the directions.
 - Explain how to set the grid paper, place windows, doors and any other opening.
 - Show how to cut out furniture templates and how to place
 - Explain flow and walking/chair room
4. Handouts:
 - **Draw Your Bedroom Floor Plan**
 - **One Bedroom Apartment Floor Plan With Furniture Placement**

• **LESSON 6: COMPLETION OF DRAFTING; SELF GRADE RUBRIC**

1. Essential Question:
 - How do you do basic drafting of a room or apartment?
2. Student will:
 - Complete drawing and furniture placement in class
 - Request assistance or utilize supplies made available by teacher

• **ATTACHMENTS FOR LESSON PLANS**

Factors affecting housing choices.ppt
Color.ppt
Elements of Design.ppt
Housing Needs Terminology.ppt
Principles of Design.ppt (2 versions to pick from)
Technology and interior design changes.ppt
Elements of design notes Worksheet blank.doc
Elements of design notes for Overhead.doc
Elements of design notes ANS SHT.doc

CULMINATING PERFORMANCE TASK

Culminating Unit Performance Task Title:

One Bedroom Apartment Floor plan with furniture placement
OR
Draw Your Bedroom Floor Plan and Re-design the Furniture Placement
OR
Differentiated Instruction

Attachments for Culminating Performance Task:

One Bedroom Apartment Floor plan with furniture placement
Draw Your Bedroom Floor Plan
Cigar Box Apartment for Overhead
Differentiated Instruction
Rubric for floor plan

UNIT RESOURCES

Web Resources:

wikiHow.com *Type into "Search" section of website:* How to Arrange Your Furniture
<http://yglesias.thinkprogress.org/archives/2009/08/american-housing-1900-1990.php>
<http://www.lowes.com/lowes/lkn?action=howTo&p=HomeDecor/arrngfurn.html>

How to help the design of a home for individuals with disabilities DESIGN TIPS section
<http://www.designlinc.com/destips.htm>

Forms of measures
<http://www.hemyockcastle.co.uk/measure.htm#imperial>

Recycled home from Boston's big dig
http://www.businessweek.com/innovate/content/oct2006/id20061004_075213.htm

Dennis Weaver's Earthship – Sunridge – in Colorado
<http://video.google.com/videoplay?docid=3364719153433575088#docid=5509973403996720685>

Attachment(s):

Dennis Weaver Home Info
American Housing 1900-1990

Materials & Equipment:

Paper for Thinking Maps
Rulers
Colored pencils, markers, lead pencils
¼ inch graph paper
furniture templates or furniture template rulers (found in teacher resources for textbooks)

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 checked="" type="checkbox"/>	Wiki
<input type="checkbox"/>	Website

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