


Family and Consumer Sciences
Grades 9-12

International Russian



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Acknowledgements

Many Family and Consumer Sciences educators from across New York State contributed to the development of the original Interior Design curriculum guide. Since then, many efforts have been made to maintain the integrity of the curriculum guide while updating the accompanying learning experiences. This revision brings Interior Design into alignment with all educational requirements and recommendations at the state and national levels. A special thank you goes to the writing team for their vision in updating this document, as we acknowledge the time, talents, and expertise of all who contributed to the development of this course.

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Message to the Teacher

The interior designer's purpose is to create a functional and aesthetically pleasing space to meet individual client needs. Interior designs should reflect current trends, including the impact of societal and technological change. Interior design students will follow a design from concept development through project proposal to design representation. Students will develop design plans that illustrate creative use of the elements and principles of design and that showcase effective application of architectural elements and systems. Students will

Curriculum Overview Interior Design

1. What is the prerequisite?

The Clothing and Textiles Core and the Housing and Environment Core courses are suggested prerequisites for all other courses in the Textiles and Design cluster, such as Interior Design. The Interior Design course was designed as a 20-week course, though schools may wish to extend the time to 40 weeks. If Interior Design is offered without initial completion of the Housing and Environment Core course, the breadth of content topics included may be addressed best in a 40-week time frame.

2. Who can teach Interior Design?

All Family and Consumer Sciences courses must be taught by a certified Family and Consumer Sciences teacher. Certified Family and Consumer Sciences educators may also teach the Career and Financial Management course required for Career and Technical Education majors.

3. How is Interior Design course organized?

Interior Design is divided into 6 content topics:

- Introduction to Interior Design (ID)
- The Design Process (DP)
- Design Elements and Principles (DEP)
- Interior Backgrounds and Furnishings (IBF)
- Architectural Elements and Systems (AES)
- Careers in Interior Design (C)

Each content topic is introduced with an Essential Question which will allow the students to focus on the process skills involved. This is followed by:

- The Standards Connections
- Key Ideas
- A Rationale
- Performance Objectives and Supporting Competencies

The process skills of communication, leadership, management, and thinking which have been studied in depth in Home and Career Skills are not to be taught separately but rather applied throughout the course using the focus of essential questions.

4. How does Interior Design curriculum relate to the Learning Standards?

This course is a vehicle through which the commencement level New York State Learning Standards for Family and Consumer Sciences (Personal Health and Fitness, A Safe and Healthy Environment, and

Course: Interior Design

Content Topics:

A. Introduction to Interior Design (ID)

1. Goals of Interior Design
2. Societal Impacts on Interior Design

B. The Design Process (DP)

1. Components of the Design Process
2. Solving Design Problems

C. Design Elements and Principles (DEP)

1. Applying Design Elements and Principles
2. Importance of Color

D. Interior Backgrounds and Furnishings (IBF)

1. Global Architectural Designs
2. Furnishings, Fixtures, and Appliances
3. Natural and Man-Made Materials
4. Textiles in Interior Design

E. Architectural Elements and Systems (AES)

1. Governmental and Community Restrictions on Design
2. Documents and Space Planning
3. Architectural Elements
4. Architectural Systems

F. Careers in Interior Design (C)

1. Career Paths
2. Career Suitability

Appendices

Appendix A - Best Practices Rubric and Template

Appendix B

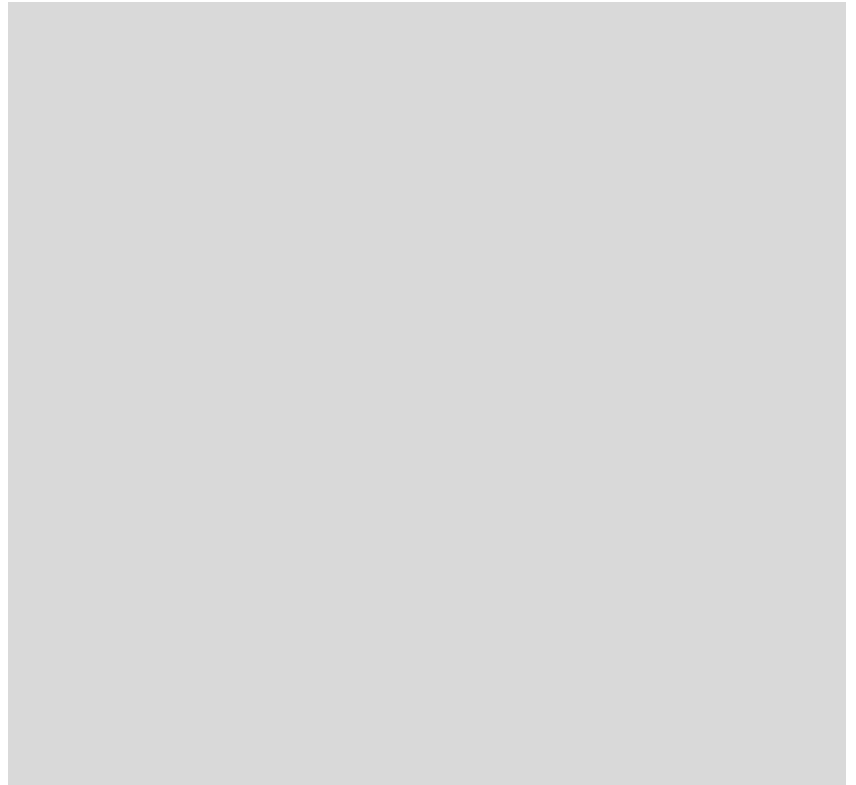
A. Introduction to Interior Design (ID) *How can I design a space to meet the individual needs of a client while considering the impact on the global environment?*

Standards Connections

Introduction to Interior Design supports the NYS Family and Consumer Sciences Learning Standards 2 A Safe and Healthy Environment and 3 Resource Management; and NYS Career Development and Occupational Studies Standards 1 Career Development and 3a Universal Foundation Skills

Rationale

The purpose of this content topic is to encourage students to relate interior design concepts to individual client needs with sensitivity to cultural differences. Students will investigate the costs of reaching interior design goals through sustainable design solutions. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the Introduction to Interior Design.



B. The Design Process (DP) *How do I proceed through the interior design process?*

Standards Connections

The Design Process supports the NYS Family and Consumer Sciences Learning Standard 3 Resource Management; and NYS Career Development and Occupational Studies Standard 3a Universal Foundation Skills

Rationale

The purpose of this content topic is to introduce students to the interior design process. Students will create a design plan following the steps of the design process and addressing the vision of the client. This content topic will provide opportunity for

DEP.1.5 Critique the use of design elements and principles as applied to interior design settings

Design Elements and Principles Performance Objective 2

DEP.2 Identify interactions between color and the design elements and principles in interior design

DEP.2.1. Identify characteristics of color

DEP.2.2. Apply knowledge of color to create color schemes

DEP.2.3. Research the psychological and physiological effects of color

DEP.2.4. Research color marketing forecast with respect to future technologies, merchandise, and social interest

Interior Backgrounds and Furnishings Performance Objective 3

IBF.3 Examine manufactured and natural materials used in interior design

- IBF.3.1. Identify characteristics of metal, glass, ceramics, plastics, and other manufactured materials used in interior design
- IBF.3.2. Identify characteristics of masonry, concrete, wood, and other natural materials used in interior design
- IBF.3.3. Identify characteristics of sustainable materials used in interior design
- IBF.3.4. Select appropriate materials for use in a design project

Interior Backgrounds and Furnishings Performance Objective 4

IBF.4 Examine textiles used in interior design

- IBF.4.1. Identify natural and man-made fibers used in fabric construction
- IBF.4.2. Identify types and appropriate uses of fabric construction
- IBF.4.3. Evaluate methods of coloring, dyeing, printing, and finishing fabrics
- IBF.4.4. Summarize textile legislation, standards, and labeling in the global economy
- IBF.4.5. Analyze effects of textile characteristics on design, construction, care, use, and maintenance of products
- IBF.4.6. Select appropriate textiles for a design project

E. Architectural Elements and Systems (AES) *How do architectural elements and systems*

Architectural Elements and Systems Performance Objective 2

AES.2 Demonstrate construction document reading and space planning skills required for interior design

- AES.2.1. Interpret architectural symbols
- AES.2.2. Interpret blueprints and elevation drawings including legends and keys
- AES.2.3. Evaluate floor plans for traffic movement
- AES.2.4. Identify site zones within the floor plan arrangement
- AES.2.5. Demonstrate appropriate space planning in room arrangement
- AES.2.6. Draft an interior space to scale using architecture symbols
- AES.2.7. Arrange furniture with reference to design principles, traffic pattern, activities, and existing architectural features

Architectural Elements and Systems Performance Objective 3

AES.3 Select functionally and aesthetically pleasing architectural elements for interior designs

- AES.3.1 Compare the appearance, texture, maintenance of various floor materials and coverings
- AES.3.2. Compare the appearance, texture, and maintenance of various wall materials and coverings
- AES.3.3. Compare the appearance, texture, and maintenance of various ceiling options
- AES.3.4. Compare the appearance, maintenance, and placement options for various doors and windows
- AES.3.5. Compare the appearance, maintenance, and placement options for various lighting sources
- AES.3.6. Apply sustainable design principles to the selection of floor, wall, ceiling, door, window, and lighting elements

Architectural Elements and Systems Performance Objective 4

AES.4 Choose efficient architectural systems to coordinate with aesthetics of an interior design

- AES.4.1. Describe the function of the components of an electrical system
- AES.4.2. Explain the function of the components of a plumbing system
- AES.4.3. Describe the operations of various heating, ventilation, and cooling systems (HVAC)
- AES.4.4. Investigate technological system options for home communication, entertainment, and security
- AES.4.5. Evaluate floor plans for the efficiency of electrical, plumbing, heating, ventilation, and cooling (HVAC), and technological systems
- AES.4.6. Select functional architectural systems to coordinate with the aesthetics of an interior design
- AES.4.7. Apply sustainable design principles to the selection of architectural systems

F. Careers in Interior Design (C) *What opportunities are available in the interior design industry?*

Standards Connections

Careers in Interior Design supports the NYS Family and Consumer Sciences Learning Standard 3 Resource Management; and NYS Career Development and Occupational Studies Standards 1 Career

C.2.3. Analyze personal attitudes, traits, and values of interior design professionals with regard to responsibility, accountability, and effectiveness

Appendix A
FAMILY AND CONSUMER SCIENCES HIGH SCHOOL COURSES
BEST PRACTICES RUBRIC

Indicators	1 Falls Below Expectations	2 Approaches Expectations	3 Meets Expectations	4 Exceeds Expectations
NYS FACS Learning Standards	Does not connect to NYS FACS Learning Standards.	Has limited evidence of connection to 1 NYS FACS Learning Standard.	Adequate evidence of connection to 1 or more NYS FACS Learning Standard	Evidence of strong connections to 2 or more NYS FACS Learning Standard
NYS CDOS Learning Standards	Does not connect to NYS CDOS Learning Standards.	Has limited evidence of connection to 1 NYS CDOS Learning Standard	Adequate evidence of connection to 1 or more NYS CDOS Learning Standard including Standard 3b.	Evidence of strong connections to 2 or more NYS CDOS Learning Standard including Standard 3b.
NYS Academic Learning Standards	Does not connect to NYS Academic Learning Standards	Has limited evidence of connection to 1 NYS academic Learning Standard	Adequate evidence of connection to 1 or more NYS academic Learning Standard	Evidence of strong connections to 2 or more NYS academic Learning Standard
Course Content Topics	Does not relate to Content Topics.	Addresses 1 Content Topic.	Integrates 2 Content Topics.	Integrates 3 or more Content Topics.

E _____:

D _____:

B _____:

M _____ **D** _____

DEP.2

Appendix C

HOME AND CAREER SKILLS

PROCESS SKILLS

The information below is excerpted from the New York State Home and Career Skills Core Curriculum Guide 2005. It is appended here as a reference and a review of the process skills for high school Family and Consumer Sciences teachers. Family and Consumer Sciences high school core courses were designed to provide opportunities for students to apply communication, leadership, management, and thinking skills through each content topic they study.

Introduction to Process Skills

Process is a vehicle for obtaining, analyzing, and using content. Process skills are the “how” of learning while content is the “what” of learning. The emphasis on process skills within Home and Career Skills is grounded in needs and issues of society and in developments in Family and Consumer Sciences education.

The need for process in education was emphasized in the report of the Secretary’s Commission on Achieving Necessary Skills (SCANS). Based on information gathered from businesses and industries across the country, the SCANS determined that process-oriented foundations and competencies are “at least as important as technical expertise...The competencies represent the attributes that today’s high performance employer seeks in tomorrow’s employee” (U.S. Department of Labor). The SCANS foundations and competencies harmonize closely with process skills developed through Family and Consumer Sciences. The New York State Education Department has adapted the SCANS skills into the Career Development and Occupational Studies (CDOS) Universal Foundation Skills.

Most process skills related to Family and Consumer Sciences can be categorized into four organizing skills:

- ™ Communication (C)
- ™ Leadership (L)
- ™ Management (M)
- ™ Thinking (T)

These process skills were selected in order to create a manageable structure for the development of essential skills.

(Interpersonal Skills) Students will develop positive interpersonal qualities leading to team work and cooperation in large and small groups in family, social, and work situations.

(Managing Information) Students will access and use information obtained from other people, community resources, and computer networks.

(Managing Resources) Students will use resources to successfully carry out a planned activity.

Performance Objectives and Supporting Competencies for Leadership Skills

Leadership Skills Performance Objective 1

L.1 Demonstrate teamwork and leadership skills in the family, school, workplace, and/or community.

Leadership Skills Objective 1 Supporting Competencies

- L.1.1 Examine the roles and functions of teamwork and leadership in family, school, work, and community settings.
- L.1.2 Identify qualities of effective leaders.
- L.1.3 Identify qualities of effective team members.
- L.1.4 Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.
- L.1.5 Demonstrate strategies to motivate and encourage group members.
- L.1.6 Create strategies to utilize the strengths and limitations of team members.
- L.1.7 Demonstrate techniques that develop team and community spirit.
- L.1.8 Demonstrate ways to organize and delegate responsibilities.
- L.1.9 Create strategies to integrate new members into the team.
- L.1.10 Demonstrate processes for cooperating, compromising, and collaborating.
- L.1.11 Demonstrate leadership and teamwork in a group setting to accomplish tasks.
- L.1.12 Demonstrate leadership and teamwork in family, school, work, and community settings.

C.

(Personal Qualities) Students will develop competence in self-management and the ability to plan, organize, and take independent action.

(Interpersonal Skills) Students will develop positive interpersonal qualities leading to team work and cooperation in large and small groups in family, social, and work situations.

(Managing Information) Students will access and use information obtained from other people, community resources, and computer networks.

(Managing Resources) Students will use

M.3.3 Examine how individuals and families make choices to satisfy needs and wants.

Management Skills Performance Objective 4

M.4 Identify human, economic, and environmental resources that are available and appropriate to use in

Management Skills Performance Objective 7

M.7 Apply the goal-setting process in a logical and sequential manner to relevant life situations involving a goal.

D. Thinking Skills (T) *How can I apply effective critical and creative thinking skills to increase the probability of desired outcomes at home, school, work, and community settings?*

Standards Connections

Thinking Skills support the NYS Family and Consumer Sciences Learning Standards 1 Personal Health and Fitness, 2 A Safe and Healthy Environment, 3 ±Resource Management and NYS Career Development and Occupational Studies Standards 1 Career Development, 2 ± Integrated Learning, and 3a ±Universal Foundation Skills.

Rationale

Thinking process skills encompass complex, multifaceted activities of the mind. These skills lead to problem solving, experimenting, and focused observation, and allow the application of knowledge to new and unfamiliar situations (New York State Learning Standards for Career Development and Occupational Studies). Home and Career Skills classes provide students with opportunities to apply thinking strategies that are purposeful, reasonable, and goal-directed so that they may increase the probability of achieving desirable outcomes.

Two major types of thinking skills are critical thinking and creative thinking. Critical thinking emphasizes examination and critique of information in order to gain insight into meanings and interpretations. Home and Career Skills classes provide students with opportunities to use critical thinking skills to identify premises and conclusions; to distinguish among opinion, reasoned judgment, and fact; and to recognize underlying assumptions, biases, and values.

Creative thinking, in contrast, is the use of innovative, exploratory approaches to generate ideas. Home and Career Skills classes provide an environment where unusual ideas are valued and perspectives and explanations other than those which are immediately apparent are encouraged.

Key Ideas

NYS FACS 1 – Students will be able to plan and use tools and technologies appropriately.

NYS FACS 2 - Students can provide a safe and nurturing environment for themselves and others.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money, and make effective decisions in order to balance their obligations to work, family, and self. They will develop and use their abilities to contribute to society through pursuit of a career and commitment t32

