

SUBJECT: Interior Design		GRADE: 9-12	
Unit Title: Housing and Universal Design		Time Frame: 5 days	
UNIT OVERVIEW			
In this unit, students will evaluate the types of housing in a community and its functions according to an individual’s and a family’s needs.			
LRG SKILLS AND DISPOSITIONS		NATIONAL STANDARDS*	
Continual Learning & Growth Mindset		11.1.9: Delineate and assess the factors affecting the availability of housing (e.g., supply and demand, market factors, geographical location, community regulations). 11.2: Evaluate housing and design concepts and theories, including sustainability and universal design, in relation to available resources and options. 11.5: Analyze design and development of architecture, interiors, and furnishings through the ages.	
COMPETENCIES		LEARNING TARGETS	
Design Concepts		I can differentiate between various types of housing in a community.	
		I can understand how a home is able to best meet its owner’s purpose, function, and personal style.	

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SUBJECT: Interior Design		GRADE: 9-12	
Unit Title: Color and Color Schemes		Time Frame: 10 days	
UNIT OVERVIEW			
In this unit students will learn about the color wheel and its impact on design and how to create a space using color schemes.			

LRG SKILLS AND DISPOSITIONS	NATIONAL STANDARDS*
Creativity & Innovation	11.0: Apply design knowledge, skills, processes, and theories and oral, written, and visual presentation skills to communicate design ideas. 11.6: Evaluate a client's needs, goals, and resources in creating design plans for housing and residential and commercial interiors.
COMPETENCIES	LEARNING TARGETS
Principles of Design	I can evaluate the effect of design concepts on aesthetics and function.
	I can explain the color wheel and its impact on design.
	I can understand how color affects a person physically, emotionally and psychologically.
	I can design and create a space using warm and cool color schemes.
	I can understand how people relate to different colors based on their culture and ethnicity.
	I can identify primary, secondary, and tertiary colors on the color wheel.

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SUBJECT: Interior Design		GRADE: 9-12	
Unit Title: Elements and Principles of Design		Time Frame: 3-4 weeks	
UNIT OVERVIEW			
In this unit, students will learn about the elements and principles of design as they are used in design spaces.			
LRG SKILLS AND DISPOSITIONS		NATIONAL STANDARDS*	
Creativity & Innovation Collaboration & Teamwork Continual Learning & Growth Mindset		11.0: Apply design knowledge, skills, processes, and theories and oral, written, and visual presentation skills to communicate design ideas. 11.6: Evaluate a client's needs, goals, and resources in creating design plans for housing and residential and commercial interiors.	

COMPETENCIES	LEARNING TARGETS
Design Concepts	I can differentiate between line, shape, texture and color and be able to utilize each when creating a space.
	I can demonstrate my knowledge of symmetrical and asymmetrical balance, emphasis, repetition, gradation, radiation, opposition, transition, and scale and proportion in order to create harmony in a space.
	I can identify the elements and principles of design in a room.
	I can apply the elements and principles of design to design a client's room.

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SUBJECT: Interior Design		GRADE: 9-12	
Unit Title: Furniture Styles		Time Frame: 2-3 weeks	
UNIT OVERVIEW			
In this unit, students will learn about various furniture styles and its placement and traffic flow in a space.			
LRG SKILLS AND DISPOSITIONS		NATIONAL STANDARDS*	
Creativity & Innovation Continual Learning & Growth Mindset		11.5: Analyze design and development of architecture, interiors, and furnishings through the ages. 11.6: Evaluate client's needs, goals, and resources in creating design plans for housing and residential and commercial interiors.	
COMPETENCIES		LEARNING TARGETS	
Principles of Design		I can evaluate the effect of design concepts on aesthetics and function.	
		I can arrange furniture placement with reference to principles of design, traffic flow, activity, and existing architectural features.	
		I can use furniture to create aesthetically pleasing spaces with regard to specific design styles.	

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SUBJECT: Interior Design		GRADE: 9-12	
Unit Title: Feng Shui/Marie Kondo		Time Frame: 10 days	
UNIT OVERVIEW			
In this unit, students will learn about the Chinese philosophy of Feng Shui and the Kon Mari Method of Organizing.			
LRG SKILLS AND DISPOSITIONS		NATIONAL STANDARDS*	
Creativity & Innovation Collaboration & Teamwork Continual Learning & Growth Mindset		11.6.2: Assess client's community, family, and financial resources needed to achieve housing and interior design goals. 11.6.3: Assess a variety of available resources for housing and interior design, such as evidence-based design that accounts for human factors and issues of human behavior. 11.6.4: Critique design plans to address client's needs, goals and resources. 11.6.5: Justify design solutions relative to client needs, including diversity and cultural needs, and the design process.	
COMPETENCIES		LEARNING TARGETS	
Cultural and Global Awareness		I can understand the need to explore global and cultural differences.	
		I can identify several elements of feng shui and be able to explain its significance.	
		I can demonstrate styling with the characteristics of Feng Shui.	
		I can demonstrate organization according to the Kon Mari Method.	

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SUBJECT: Interior Design		GRADE: 9-12	
Unit Title: Backgrounds, Flooring, Lighting, and Window Treatments		Time Frame: 5-10 days	

UNIT OVERVIEW	
In this unit students will learn about the many types of backgrounds, flooring, lighting, and window treatments and be able to use them effectively in a space.	
LRG SKILLS AND DISPOSITIONS	NATIONAL STANDARDS*
Creativity & Innovation Collaboration & Teamwork	11.0: Apply design knowledge, skills, processes, and theories and oral, written, and visual presentation skills to communicate design ideas. 11.5: Analyze design and development of architecture, interiors, and furnishings through the ages. 11.6: Evaluate a client's needs, goals, and resources in creating design plans for housing and residential and commercial interiors.
COMPETENCIES	LEARNING TARGETS
Principles of Design	I can evaluate the effect of design concepts on aesthetics and function.
	I can identify and choose specific and appropriate backgrounds, flooring, and window coverings for utilization in a space according to a client's theme and style.

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SUBJECT: Interior Design		GRADE: 9-12	
Unit Title: Accessorizing		Time Frame: 10-20 days	
UNIT OVERVIEW			
This unit on accessorizing will learn about the various accessories that complete a space to create harmony.			
LRG SKILLS AND DISPOSITIONS		NATIONAL STANDARDS*	
Creativity & Innovation Collaboration & Teamwork		11.0: Apply design knowledge, skills, processes, and theories and oral, written, and visual presentation skills to communicate design ideas.	

	11.2: Evaluate housing and design concepts and theories, including sustainability and universal design, in relation to available resources and options. 11.5: Analyze design and development of architecture, interiors, and furnishings through the ages. 11.6: Evaluate a client's needs, goals, and resources in creating design plans for housing and residential and commercial interiors.
COMPETENCIES	LEARNING TARGETS
Principles of Design	I can evaluate the effect of design concepts on aesthetics and function.
	I can reflect on the many accessory options a designer is able to use to create a specific feel in a room design.

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SUBJECT: Interior Design		GRADE: 9-12	
Unit Title: Creating and Presenting a Design		Time Frame: 10-30 days	
UNIT OVERVIEW			
Students will use their knowledge in this Interior Design Course to create and present a design either in a digital or physical method.			
LRG SKILLS AND DISPOSITIONS		NATIONAL STANDARDS*	
Critical Thinking & Problem Solving Creativity & Innovation Collaboration & Teamwork		11.0: Apply design knowledge, skills, processes, and theories and oral, written, and visual presentation skills to communicate design ideas. 11.2: Evaluate housing and design concepts and theories, including sustainability and universal design, in relation to available resources and options. 11.5: Analyze design and development of architecture, interiors, and furnishings through the ages. 11.6: Evaluate a client's needs, goals, and resources in creating design plans for housing and residential and commercial interiors.	
COMPETENCIES		LEARNING TARGETS	

Tools and Techniques	I can effectively research ideas based on a client's consultation and present them in a creative design presentation format using digital means.
	I can utilize budget constraints while developing feedback to a client.
	I can use technology to research, develop, and present a project related to a client's style.

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