

HOUSING AND INTERIORS 1

ACDEMDIC STANDARDS AND CURRICULUM RESOURCE

Course Code: 5830

“Home is where the heart is,” and the house shelters that home. Enroll in this course to begin preparations for your future dream home. Housing and Interiors 1 provides opportunities for students to evaluate the housing market; housing needs for individuals, families, and communities; and career pathways in the housing and interiors industries. Identification of the elements and principles of design is emphasized. Students will develop knowledge and skills that enable them to plan safe and affordable homes for changing families in a world of diverse interests, cultures, and values. Projects are integrated throughout the course. Integration of the Family and Consumer Sciences Pre-Professional Assessment Certification (Pre-PAC) competencies and the student organization, Family Careers and Community Leaders of America (FCCLA), greatly enhances this curriculum.

Credit:	1 unit (120 Hours)
National Certification:	Housing and Furnishing Assessment/Credential
Recommended grades:	9-12
Prerequisite:	none
Course Project	Housing and Interiors Portfolio
Textbook Information:	http://www.mysctextbooks.com/

Glencoe/McGraw-Hill

Homes: Today and Tomorrow, 6th Edition Author: Sherwood

Student Edition 0078251443 09-12 2002 \$41.97

Homes: Today and Tomorrow incorporates basic skills, critical thinking activities, and technology into the curriculum. The text contains units on architectural design, making housing decisions, basics about interior and exterior construction, and the principles and elements of design. Information on design planning, furniture selection, basic maintenance/repairs, and careers in the housing industry is also covered in the book. The program is logically organized and includes an interactive CD-ROM.

Goodheart-Willcox Company

Housing Decisions Author: Kicklighter

Student Edition 1590701402 09-12 2004 \$40.98

Housing Decisions is designed to instill in students the importance of housing in their lives. Students learn about basic construction, financing, decorating, and furnishing of homes. Information is also included about basic maintenance and repairs as well as careers in the housing industry.

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Goodheart-Willcox Company

Residential Housing and Interiors Author: Kicklighter

Student Edition 1590703049 09-12 2005 \$42.00

Residential Housing and Interiors is redesigned from cover to cover with updated information and photos, and three new text chapters to help students learn about planning, building, decorating, and landscaping a home, and working in the housing industry. An expanded teaching guide includes student handouts and transparencies for your lessons.

<http://www.mysctextbooks.com/>

Employment Opportunities:

High School Education: showroom assistant, interior design assistant, furnishing sales associate

Postsecondary Education: display designer, photo stylist, furnishing buyer, drapery/upholstery estimator, energy auditor

Postgraduate Education: interior designer for theatrical sets, furniture designer, interior designer, furnishings sales manager, equipment specialist, home restoration supervisor

Standards Revision Committee

Postsecondary Representatives:

Beverly Ingram (Retired), BS, MEd +30

Training Development Director

USC College of Social Work

Columbia, SC

Beverly.ingram@sc.edu

Anna Sumabat Turner, BS, MEd, CFCS-HNFS

Instructor

Bob Jones University

Greenville, SC

aturner@bjv.edu

LaToya Johnson, B.S, MS

FCS Instructor

S. C. State University

Orangeburg, SC

ljohnson@scsu.edu

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Secondary Teacher Representatives:

Billie Chegin, BS
FCS Instructor
W. J. Keenan High School
Columbia, SC
bsouthard@richlandone.org

Sheri Felder, BS, MEd, MS
Biology Instructor
Richland School District Two
Columbia, SC
Slfelder32@live.com

Deborah Griffin, BS, Med
FCS Instructor
Lexington High School
Lexington, SC
dgriffin@lexington1.net

Marlene Johnson, BS, MEd+30, NBCT
Marketing Education Instructor/Assistant
CATE Curriculum Coordinator
Lee County Career Center
Bishopville, SC 29010
johnsonm@lee.k12.sc.us

Jacqueline Sabree, BS, MEd
FCS Instructor
Richland School District One
Columbia, SC
jacquelinesabree@hotmail.com

Miriam Scott, BS, MEd, PITC
FCS Instructor
Sumter High School
Sumter, SC
Scottm@sumter17.k12.sc.us

April G. Mazyck, Chef
Culinary Arts Instructor
North Charleston High School
Charleston, SC
April_mazyck@charleston.k12.sc.us

South Carolina Department of Education Representatives

Eleanor R. Abel Glover, BS, MS, MEd, PhD, GCDFI
Education Associate
Office of Career and Technology Ed.
Columbia, SC
eglover@ed.sc.gov

Amy McCaskill
Education Associate
Office of Career and Technology Ed.
Columbia, SC
amccaski@ed.sc.gov

Field Review

Anne Martin, IDEC, Assoc. IIDA, Allied ASID
Associate Dean, School of Interior Design
Associate Professor of Interior Design
Anderson University
amartin@andersonuniversity.edu
www.andersonuniversity.edu

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A. ACADEMICS (To be integrated throughout the course specific content.)

English Language Arts

A1. The student will read and comprehend a variety of literary **texts** in print and nonprint formats. **(E1)**

A2. The student will read and comprehend a variety of informational **texts** in print and nonprint formats. **(E2)**

A3. The student will use word analysis and vocabulary strategies to read fluently. **(E3)**

A4. The student will create written work that has a clear focus, sufficient detail, A5. coherent organization, effective use of **voice**, and correct use of the conventions of written **Standard American English**. **(E4)**

A5. The student will write for a variety of purposes and **audiences**. **(E5)**

A6. The student will access and use information from a variety of sources. **(E6)**

Technology International Society for Technology in Education (ISTE)

A7. Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. **(1)**

A8. Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. **(2)**

A9. Students apply digital tools to gather, evaluate, and use information. **(3)**

A10. Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. **(4)**

A11. Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. **(5)**

A12. Students demonstrate a sound understanding of technology concepts, systems, and operations. **(6)**

Health and Safety Education

A13. The student will comprehend concepts related to health promotion to enhance health. **(1)**

A14. The student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. **(2)**

A15. The student will demonstrate the ability to access valid information and products and services to enhance health. **(3)**

A16. The student will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. **(4)**

A17. The student will demonstrate the ability to use decision-making skills to enhance health. **(5)**

A18. The student will demonstrate the ability to use goal-setting skills to enhance health. **(6)**

A19. The student will demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks. **(7)**

A20. The student will demonstrate the ability to advocate for personal, family, and consumer health. **(8)**

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Physical Science

A21. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. **(PS1)**

A22. The student will demonstrate an understanding of the structure and properties of atoms. **(PS2)**

A23. The student will demonstrate an understanding of various properties and classifications of matter. **(PS3)**

A24. The student will demonstrate an understanding of chemical reactions and the classifications, structures, and properties of chemical compounds. **(PS4)**

A25. The student will demonstrate an understanding of the nature of forces and motion. **(PS5)**

A26. The student will demonstrate an understanding of the nature, conservation, and transformation of energy. **(PS6)**

Biology

A27. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. **(B1)**

A28. The student will demonstrate an understanding of the structure and function of cells and their organelles. **(B2)**

A29. The student will demonstrate an understanding of the flow of energy within and between living systems. **(B3)**

A30. The student will demonstrate an understanding of the molecular basis of heredity. **(B4)**

A31. The student will demonstrate an understanding of the interrelationships among organisms and the biotic and abiotic components of their environments. **(B6)**

Chemistry

A32. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions **(C1)**

A33. Students will demonstrate an understanding of atomic structure and nuclear processes. **(C2)**

A34. The student will demonstrate an understanding of the types, the causes, and the effects of chemical reactions. **(C4)**

A35. The student will demonstrate an understanding of the structure and behavior of the different phases of matter. **(C5)**

Physics

A36. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. **(P1)**

A37. The student will demonstrate an understanding of the principles of force and motion and relationships between them. **(P2)**

A38. The student will demonstrate an understanding of the conservation, transfer, and transformation of mechanical energy. **(P3)**

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Earth Science

A39. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. **(ES1)**

A40. The student will demonstrate an understanding of the dynamics of Earth's atmosphere. **(ES4)**

A41. The student will demonstrate an understanding of Earth's freshwater and ocean systems. **(ES5)**

Elementary Algebra

A42. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. **(EA1)**

Intermediate Algebra

A43. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. **(IA1)**

Geometry

A44. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. **(G1)**

Precalculus

A45. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. **(PC1)**

Data Analysis and Probability

A46. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. **(DA1)**

A47. The student will demonstrate through the mathematical processes an understanding of the design of a statistical study. **(DA2)**

A48. The student will demonstrate through the mathematical processes an understanding of the methodology for collecting, organizing, displaying, and interpreting data. **(DA3)**

A49. The student will demonstrate through the mathematical processes an understanding of the basic concepts of probability. **(DA5)**

Global Studies

A50. The student will demonstrate an understanding of the influence of the Western world in the spread of new ideas that took place from the Renaissance Through the eighteenth century. **(GS3)**

A51. The student will demonstrate an understanding of the effects of the economic, geographic, and political interactions that took place throughout the world during the nineteenth century. **(GS4)**

United States History and the Constitution

A52. The student will demonstrate an understanding of the establishment of the United States as a new nation. **(USHC2)**

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A53. The student will demonstrate an understanding of major social, political, and economic developments that took place in the United States during the second half of the nineteenth century. **(USHC5)**

A54. The student will demonstrate an understanding of major social, political, and economic developments that took place in the United States during the second half of the nineteenth century. **(USHC5)**

A55. The student will demonstrate an understanding of the economic boom-and bust in America in the 1920s and 1930s, its resultant political instability, and the subsequent worldwide response. **(USHC7)**

A56. The student will demonstrate an understanding of the impact of World War II on United States' foreign and domestic policies. **(USHC8)**

A57. The student will demonstrate an understanding of the social, economic, and political events that impacted the United States during the Cold War era. **(USHC9)**

Economics

A58. The student will demonstrate an understanding of how scarcity and choice impact the economic activity of individuals, families, communities, and nations. **(Econ1)**

A59. The student will demonstrate an understanding of markets and the role of supply and demand in determining price and resource allocation. **(Econ2)**

A60. The student will demonstrate an understanding of the sources of income and growth in a free-enterprise economy. **(Econ3)**

A61. The student will demonstrate an understanding of personal economic decision making to maximize the net benefits of personal income. **(Econ4)**

United States Government

A62. The student will demonstrate an understanding of the United States government—its origins and its functions. **(USG1)**

A63. The student will demonstrate an understanding of the continuing role of the United States Constitution in the defining and shaping of American government and society. **(USG3)**

A64. The student will demonstrate an understanding of the concept of personal and civic rights and responsibilities and the role of the citizen in American democracy. **(USG5)**

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HOUSING AND INTERIORS 1 ACADEMIC STANDARDS AND INDICATORS

B. HOUSING AND HOUSING SELECTIONS

B1. Analyze the legal aspects of purchasing and leasing housing.

1. Assess housing options.
2. Analyze the legal aspects of leasing and home ownership.
3. Investigate the rights and responsibilities of individuals and families.
4. Differentiate between the roles of local, state, and federal government.
5. Distinguish between various agencies in the housing industry.

B2. Analyze factors that affect housing and housing selection.

1. Evaluate individual and family needs.
2. Identify social trends and cultural influences that affect housing and housing selection.
3. Critique technology used in housing and housing selection.
4. Evaluate how environmental issues affect housing and housing selection.
5. Evaluate residences based on green building standards.
6. Categorize historical influences that affect housing and housing selection.
7. Evaluate financial responsibilities to determine affordable housing and housing selection.
8. Assess available infrastructures.
9. Analyze laws, building codes and regulations.

C. STRUCTURAL ASPECTS OF HOUSING

C1. Examine features of housing structural design.

1. Assess components included in structural design.
2. Examine computer design software.
3. Interpret construction documents.
4. Identify foundation and frame system components.
5. Determine resources for home maintenance and improvement.
6. Compare various types of interior and exterior construction materials.
7. Identify interior systems.

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D. DESIGN AND PLANNING CONCEPTS

D1. Evaluate elements and principles of design of various spaces and structures.

1. Analyze the elements and principles of design.
2. Differentiate between the elements and principles of design.
3. Apply elements and principles of design.
4. Demonstrate elements and principles of design and color theory as applied to interior design.

D2. Examine the principles and factors that influence space planning.

1. Investigate space planning.
2. Define universal access/design.

E. CAREERS

E1. Explore career pathways within the housing and interior design industry.

1. Critique personal qualities for career success.
2. Analyze career paths and opportunities for employment.
3. Compare entrepreneurial prospects.
4. Explore student and professional organizations related to the housing industry.
5. Demonstrate effective communication styles.
6. Justify the value of volunteering.
7. Establish personal goals based on 21st Century Skills.

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A. ACADEMIC STANDARDS AND INDICATORS

English Language Arts

<http://ed.sc.gov/agency/programs-services/59/documents/StateBoardApprovedFinalMay14.pdf>

SC Standard A1. Reading: Understanding and Using Literary Texts The student will read and comprehend a variety of literary text in print and non-print format. **(SC E1-4.1)**

- Compare/contrast ideas within and across literary text to make inferences.
- Create responses to literary text through a variety of methods (for example written works, oral and auditory presentation, discussions, media productions, and the visual and performing arts).
- Read independently for extended periods of time for pleasure.

Common Core Alignments – Anchor Standards:

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf

READING STANDARDS – PAGE 35

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

WRITING STANDARDS – PAGE 41

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

SPEAKING AND LISTENING – PAGE 48

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

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Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

LANGUAGE – PAGE 51

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SC Standard A2. Reading: Understanding And Using Informational Text The student will read and comprehend a variety of informational texts in print and non-print. **(SC E1-4.2)**

- Compare/contrast information within and across texts to draw conclusions and make inferences.
- Create responses to informational texts through a variety of methods (for example, drawings, written works, oral and auditory presentation, discussions, and media productions)
- Read independently for extended periods of time to gain information.
- Analyze information from graphic features (charts and graphs) in informational texts.

Common Core Alignments – Anchor Standards:

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf

READING STANDARDS – PAGE 35

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

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9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

WRITING STANDARDS

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

SPEAKING AND LISTENING – PAGE 48

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

LANGUAGE – PAGE 51

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SC Standard A3 Reading: Building Vocabulary The student will use word analysis and vocabulary strategies to read fluently. **(SC E1-4.3)**

- Use context clues to determine the meaning of technical terms and other unfamiliar words.

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- Interpret euphemisms (the substitute of a mild and pleasant expression for a harsh and blunt one) and connotations (the implicit, rather than the explicit meaning of a word) of words to understand the meaning of a given text.

Common Core Alignments – Anchor Standards:

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf

READING STANDARDS – PAGE 35

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SC Standard A4. Writing: Developing Written Communications The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English. **(SC E1-4.4)**

- Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.
- Use complete sentences in a variety of types (including simple, compound, complex, and compound-complex).
- Use grammatical conventions of written Standard American English.
- Edit written pieces for correct use of Standard American English including reinforcement of the mechanics previously taught.

Common Core Alignments – Anchor Standards:

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf

WRITING STANDARDS – PAGE 41

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LANGUAGE – PAGE 51

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SC Standard A5. Writing: Producing Written Communications in a Variety Of forms

The student will write for a variety of purposes and audiences. (SC E1-4.5)

- Create informational pieces that use language appropriate for the specific audience.
- Create technical pieces that use clear and precise language appropriate for the purpose and audience.
- Compose effective pieces of writing to respond to prompts in “on demand” situations.
- Create descriptions for use in other modes of written works (for example, personal essays, travel writing, or restaurant reviews) that use sensory images and vivid word choice.

Common Core Alignments – Anchor Standards:

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf

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Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

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2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

LANGUAGE – PAGE 51

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SC Standard A6. Researching: Applying The Skills Of Inquiry And Oral Communication

The student will access and use information from a variety of sources. (SC E1-4.6)

- Clarify and refine a research topic.
- Use vocabulary including Standard American English that is appropriate for the particular audience or purpose.
- Use a variety of print and electronic reference materials.
- Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.
- Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.
- Create written works, oral and auditory presentations, and visual presentations that are designed for a specific audience and purpose.

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- Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and organizing information.

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Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
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3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SPEAKING AND LISTENING – PAGE 48

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

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6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

LANGUAGE – PAGE 51

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

NATIONAL EDUCATIONAL TECHNOLOGY STANDARDS FOR STUDENTS (NETS.S):
<http://www.iste.org/docs/pdfs/nets-s-standards.pdf?sfvrsn=2>

A7. Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. **(1)**

- apply existing knowledge to generate new ideas, products, or processes
- create original works as a means of personal or group expression
- use models and simulations to explore complex systems and issues
- identify trends and forecast possibilities

A8. Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. **(2)**

- interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments
- and media
- communicate information and ideas effectively to multiple audiences using a variety of media and formats
- develop cultural understanding and global awareness by engaging with learners of other cultures

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- contribute to project teams to produce original works or solve problems
- A9.** Students apply digital tools to gather, evaluate, and use information. **(3)**
- plan strategies to guide inquiry
 - locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
 - evaluate and select information sources and digital tools based on the appropriateness to specific tasks
 - process data and report results
- A10.** Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. **(4)**
- identify and define authentic problems and significant questions for investigation
 - plan and manage activities to develop a solution or complete a project
 - collect and analyze data to identify solutions and/or make informed decisions
 - use multiple processes and diverse perspectives to explore alternative solutions
- A11.** Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. **(5)**
- advocate and practice safe, legal, and responsible use of information and technology
 - exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
 - demonstrate personal responsibility for lifelong learning
 - exhibit leadership for digital citizenship
- A12.** Students demonstrate a sound understanding of technology concepts, systems, and operations. **(6)**
- understand and use technology systems
 - select and use applications effectively and productively
 - troubleshoot systems and applications
 - transfer current knowledge to learning of new technologies

NETS for Students:

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ACADEMIC STANDARDS FOR HEALTH AND SAFETY EDUCATION

<http://ed.sc.gov/agency/se/Teacher-Effectiveness/Standards-and-Curriculum/documents/2009HealthEducationStandards.pdf>

Health and Safety Education (HSE)

- A13.** The student will comprehend concepts related to health promotion to enhance health. **(1)**
- Discuss situations that may require professional mental, emotional, and

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social health services.

- Discuss the characteristics of healthy relationships.
- Identify causes of stress and other common mental health issues.
- Discuss ways to reduce the risk of intentional and unintentional injuries in the home, school, community, workplace, and roadways.

A14. The student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. **(2)**

- Explain the connection between personal health and access to health care, including dental care.
- Evaluate the benefits of daily moderate to vigorous physical activity.

A15. The student will demonstrate the ability to access valid information and products and services to enhance health.**(3)**

- Access **valid** mental, emotional, and social health information and services for him- or herself and others.

A16. The student will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. **(4)**

- Demonstrate ways to communicate care, consideration, and respect for him- or herself and others.
- Demonstrate ways to ask for assistance to enhance his or her own health (for example, ask for a diet plan) and ways to offer assistance to enhance the health of others (for example, exercise with a friend).

A17. The student will demonstrate the ability to use decision-making skills to enhance health. **(5)**

- Determine when it is necessary to seek help and/or to leave an unhealthy relationship or situation.
- Examine barriers to healthy decision making.
- Justify when individual or collaborative decision making is appropriate.*
- Utilize knowledge of body structure and function to make sound decisions related to personal health (for example, disease prevention, injury prevention, oral health).

A18. The student will demonstrate the ability to use goal-setting skills to enhance health. **(6)**

- Develop and implement a personal stress management plan.
- Set a goal to maintain a healthy diet (for example, limiting sugar, fat, and salt consumption).
- Set a goal to attain the federally recommended levels of physical activity and physical fitness for Americans.

A19. The student will demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks. **(7)**

- Design and implement a plan to increase his or her resiliency.
- Develop strategies for maintaining a positive self-concept.
- Demonstrate a variety of healthy practices and behaviors that will

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maintain or improve the health of him- or herself and others.

- Demonstrate strategies for solving interpersonal conflicts without harming him- or herself or others.

A20. The student will demonstrate the ability to advocate for personal, family, and consumer health. **(8)**

- Advocate for disaster preparedness in the home, school, and community.
- Advocate for the promotion and protection of a healthy environment.

SCIENCE ACADEMIC STANDARDS

http://ed.sc.gov/agency/se/Instructional-Practices-and-Evaluations/documents/SC_AcademicStandards_and_PerformanceIndicators_forScience2013_EOC_Feb_2014.pdf

Physical Science

A21. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. **(PS1)**

- Use appropriate laboratory apparatuses, technology, and techniques safely and accurately when conducting a scientific investigation.
- Organize and interpret the data from a controlled scientific investigation by using mathematics (including formulas and dimensional analysis), graphs, models, and/or technology.
- Evaluate a technological design or product on the basis of designated criteria (including cost, time, and materials).
- Use appropriate safety procedures when conducting investigations.

A22. The student will demonstrate an understanding of the structure and properties of atoms. **(PS2)**

- Compare the subatomic particles (protons, neutrons, electrons) of an atom with regard to mass, location, and charge, and explain how these particles affect the properties of an atom (including identity, mass, volume, and reactivity).

A23. The student will demonstrate an understanding of various properties and classifications of matter. **(PS3)**

- Distinguish chemical properties of matter (including reactivity) from physical properties of matter (including boiling point, freezing/melting point, density [with density calculations], solubility, viscosity, and conductivity).

A24. The student will demonstrate an understanding of chemical reactions and the classifications, structures, and properties of chemical compounds. **(PS4)**

- Distinguish between chemical changes (including the formation of gas or reactivity with acids) and physical changes (including changes in size, shape, color, and/or phase).

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- Explain the effects of temperature, concentration, surface area, and the presence of a catalyst on reaction rates.

A25. The student will demonstrate an understanding of the nature of forces and motion. **(PS5)**

- Explain the relationship among distance, time, direction, and the velocity of an object.

A26. The student will demonstrate an understanding of the nature, conservation, and transformation of energy. **(PS6)**

- Explain how the law of conservation of energy applies to the transformation of various forms of energy (including mechanical energy, electrical energy, chemical energy, light energy, sound energy, and thermal energy).

Biology

A27. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. **(B1)**

- Organize and interpret the data from a controlled scientific investigation by using mathematics, graphs, models, and/or technology.
- Evaluate a technological design or product on the basis of designated criteria (including cost, time, and materials).

A28. The student will demonstrate an understanding of the structure and function of cells and their organelles. **(B2)**

- Recall the three major tenets of cell theory (all living things are composed of one or more cells; cells are the basic units of structure and function in living things; and all presently existing cells arose from previously existing cells).

A29. The student will demonstrate an understanding of the flow of energy within and between living systems. **(B3)**

- Summarize how the structures of organic molecules (including proteins, carbohydrates, and fats) are related to their relative caloric values.
- Summarize the functions of proteins, carbohydrates, and fats in the human body.

A30. The student will demonstrate an understanding of the molecular basis of heredity.

- Predict inherited traits by using the principles of Mendelian genetics (including segregation, independent assortment, and dominance). **(B4)**

A31. The student will demonstrate an understanding of the interrelationships among organisms and the biotic and abiotic components of their environments. **(B6)**

- Explain how the interrelationships among organisms (including predation, competition, parasitism, mutualism, and commensalism) generate stability within ecosystems.
- Explain how ecosystems maintain themselves through naturally occurring processes (including maintaining the quality of the atmosphere, generating soils, controlling the hydrologic cycle, disposing of wastes, and recycling nutrients).
- Explain how human activities (including population growth, technology, and consumption of resources) affect the physical and chemical cycles and processes of Earth.

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Chemistry

A32. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. **(C1)**

- Use appropriate laboratory apparatuses, technology, and techniques safely and accurately when conducting a scientific investigation.
- Organize and interpret the data from a controlled scientific investigation by using mathematics (including formulas, scientific notation, and dimensional analysis), graphs, models, and/or technology.

A33. Students will demonstrate an understanding of atomic structure and nuclear processes. **(C2)**

- Compare the nuclear reactions of fission and fusion to chemical reactions (including the parts of the atom involved and the relative amounts of energy released).
- Compare alpha, beta, and gamma radiation in terms of mass, charge, penetrating power, and the release of these particles from the nucleus.

A34. The student will demonstrate an understanding of the types, the causes, and the effects of chemical reactions. **(C4)**

- Identify the basic structure of common polymers (including proteins, nucleic acids, plastics, and starches).

A35. The student will demonstrate an understanding of the structure and behavior of the different phases of matter. **(C5)**

- Apply the gas laws to problems concerning changes in pressure, volume, or temperature (including Charles's law, Boyle's law, and the combined gas law).

Physics

A36. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. **(P1)**

- Use appropriate laboratory apparatuses, technology, and techniques safely and accurately when conducting a scientific investigation.
- Evaluate conclusions based on qualitative and quantitative data (including the impact of parallax, instrument malfunction, or human error) on experimental results.

A37. The student will demonstrate an understanding of the principles of force and motion and relationships between them. **(P2)**

- Apply formulas for velocity or speed and acceleration to one and two-dimensional problems.

A38. The student will demonstrate an understanding of the conservation, transfer, and transformation of mechanical energy. **(P3)**

- Apply the law of conservation of energy to the transfer of mechanical energy through work.

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Earth Science

A39. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. **(ES1)**

- Organize and interpret the data from a controlled scientific investigation by using mathematics (including calculations in scientific notation, formulas, and dimensional analysis), graphs, tables, models, diagrams, and/or technology.
- Evaluate a technological design or product on the basis of designated criteria (including cost, time, and materials).

A40. The student will demonstrate an understanding of the dynamics of Earth's atmosphere. **(ES4)**

- Attribute global climate patterns to geographic influences (including latitude, topography, elevation, and proximity to water).

A41. The student will demonstrate an understanding of Earth's freshwater and ocean systems. **(ES5)**

- Summarize the advantages and disadvantages of devices used to control and prevent coastal erosion and flooding.
- Analyze environments to determine possible sources of water pollution (including industrial waste, agriculture, domestic waste, and transportation devices).

MATHEMATICS ACADEMIC STANDARDS

<http://ed.sc.gov/agency/se/Teacher-Effectiveness/Standards-and-Curriculum/documents/2007MathematicsStandards.pdf>

Elementary Algebra

A42. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. **(EA1)**

- Apply algebraic methods to solve problems in real-world contexts.

Common Core Alignments – MATHEMATICS | HIGH SCHOOL

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf

MATHEMATICS | HIGH SCHOOL—ALGEBRA – PAGE 63

Seeing Structure in Expressions

- Interpret the structure of expressions
- Write expressions in equivalent forms to solve problems

Arithmetic with Polynomials and Rational Expressions

- Perform arithmetic operations on polynomials
- Understand the relationship between zeros and factors of polynomials
- Use polynomial identities to solve problems
- Rewrite rational expressions

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Creating Equations

- Create equations that describe numbers or relationships

Reasoning with Equations and Inequalities

- Understand solving equations as a process of reasoning and explain the reasoning
- Solve equations and inequalities in one variable
- Solve systems of equations
- Represent and solve equations and inequalities graphically

Intermediate Algebra

A43. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. **(IA1)**

- Apply algebraic methods to solve problems in real-world contexts.

Common Core Alignments – MATHEMATICS | HIGH SCHOOL

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf

MATHEMATICS | HIGH SCHOOL—ALGEBRA – PAGE 63

Seeing Structure in Expressions

- Interpret the structure of expressions
- Write expressions in equivalent forms to solve problems

Arithmetic with Polynomials and Rational Expressions

- Perform arithmetic operations on polynomials
- Understand the relationship between zeros and factors of polynomials
- Use polynomial identities to solve problems
- Rewrite rational expressions

Creating Equations

- Create equations that describe numbers or relationships

Reasoning with Equations and Inequalities

- Understand solving equations as a process of reasoning and explain the reasoning
- Solve equations and inequalities in one variable
- Solve systems of equations
- Represent and solve equations and inequalities graphically

Geometry

A44. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. **(G1)**

- Formulate and test conjectures by using a variety of tools such as concrete models, graphing calculators, spreadsheets, and dynamic geometry software.

Common Core Alignments – MATHEMATICS | HIGH SCHOOL

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf

MATHEMATICS | HIGH SCHOOL—GEOMETRY – PAGE 75

Congruence

- Experiment with transformations in the plane

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- Understand congruence in terms of rigid motions

- Prove geometric theorems

- Make geometric constructions

Similarity, Right Triangles, and Trigonometry

- Understand similarity in terms of similarity transformations

- Prove theorems involving similarity

- Define trigonometric ratios and solve problems involving right triangles

- Apply trigonometry to general triangles

Circles

- Understand and apply theorems about circles

- Find arc lengths and areas of sectors of circles

Expressing Geometric Properties with Equations

- Translate between the geometric description and the equation for a conic section

- Use coordinates to prove simple geometric theorems algebraically

Geometric Measurement and Dimension

- Explain volume formulas and use them to solve problems

- Visualize relationships between two dimensional and three-dimensional objects

Modeling with Geometry

- Apply geometric concepts in modeling situations

Precalculus

A45. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. **(PC1)**

- Apply algebraic methods to solve problems in real-world contexts.

Common Core Alignments – MATHEMATICS | HIGH SCHOOL

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf

MATHEMATICS | HIGH SCHOOL—NUMBER and QUANTITY – PAGE 59

The Real Number System

- Extend the properties of exponents to rational exponents

- Use properties of rational and irrational numbers.

Quantities

- Reason quantitatively and use units to solve problems

The Complex Number System

- Perform arithmetic operations with complex numbers

- Represent complex numbers and their operations on the complex plane

- Use complex numbers in polynomial identities and equations

Vector and Matrix Quantities

- Represent and model with vector quantities.

- Perform operations on vectors.

- Perform operations on matrices and use matrices in applications.

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Data Analysis and Probability

A46. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. **(DA1)**

- Execute procedures to conduct simple probability experiments and collect data by using manipulatives (including spinners, dice, cards, and coins).
- Execute procedures to find measures of probability and statistics by using tools such as handheld computing devices, spreadsheets, and statistical software.
- Design and conduct a statistical research project and produce a report that summarizes the findings.
- Apply the principles of probability and statistics to solve problems in real-world contexts.
- Compare data sets by using graphs and summary statistics.

Common Core Alignments – MATHEMATICS | HIGH SCHOOL

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf

MATHEMATICS | HIGH SCHOOL—GEOMETRY – PAGE 75

Congruence

- Experiment with transformations in the plane
- Understand congruence in terms of rigid motions
- Prove geometric theorems
- Make geometric constructions

Similarity, Right Triangles, and Trigonometry

- Understand similarity in terms of similarity transformations
- Prove theorems involving similarity
- Define trigonometric ratios and solve problems involving right triangles
- Apply trigonometry to general triangles

Circles

- Understand and apply theorems about circles
- Find arc lengths and areas of sectors of circles

Expressing Geometric Properties with Equations

- Translate between the geometric description and the equation for a conic section
- Use coordinates to prove simple geometric theorems algebraically

Geometric Measurement and Dimension

- Explain volume formulas and use them to solve problems
- Visualize relationships between two dimensional and three-dimensional objects

Modeling with Geometry

- Apply geometric concepts in modeling situations

A47. The student will demonstrate through the mathematical processes an understanding of the design of a statistical study. **(DA2)**

- Classify a data-collection procedure as a survey, an observational study, or a controlled experiment.

Common Core Alignments – MATHEMATICS | HIGH SCHOOL

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf

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ACDEMDIC STANDARDS AND CURRICULUM RESOURCE

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MATHEMATICS | HIGH SCHOOL —STATISTICS AND PROBABILITY★-PAGE 80

Interpreting Categorical and Quantitative Data

- Summarize, represent, and interpret data on a single count or measurement variable
- Summarize, represent, and interpret data on two categorical and quantitative variables
- Interpret linear models

Making Inferences and Justifying Conclusions

- Understand and evaluate random processes underlying statistical experiments
- Make inferences and justify conclusions from sample surveys, experiments and observational studies

A48. The student will demonstrate through the mathematical processes an understanding of the methodology for collecting, organizing, displaying, and interpreting data. **(DA3)**

- Use manipulatives, random number tables, and technology to collect data and conduct experiments and simulations.
- Organize and interpret data by using pictographs, bar graphs, pie charts, dot plots, histograms, time-series plots, stem-and-leaf plots, box-and-whiskers plots, and scatterplots.

Common Core Alignments – MATHEMATICS | HIGH SCHOOL

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf

MATHEMATICS | HIGH SCHOOL —STATISTICS AND PROBABILITY★-PAGE 80

Interpreting Categorical and Quantitative Data

- Summarize, represent, and interpret data on a single count or measurement variable
- Summarize, represent, and interpret data on two categorical and quantitative variables
- Interpret linear models

Making Inferences and Justifying Conclusions

- Understand and evaluate random processes underlying statistical experiments
- Make inferences and justify conclusions from sample surveys, experiments and observational studies

A49. The student will demonstrate through the mathematical processes an understanding of the basic concepts of probability. **(DA5)**

- Construct a sample space for an experiment and represent it as a list, chart, picture, or tree diagram.

Common Core Alignments – MATHEMATICS | HIGH SCHOOL

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf

MATHEMATICS | HIGH SCHOOL —STATISTICS AND PROBABILITY★-PAGE 80

Using Probability to Make Decisions

- Calculate expected values and use them to solve problems
- Use probability to evaluate outcomes of decisions

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ACDEMDIC STANDARDS AND CURRICULUM RESOURCE

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SOCIAL STUDIES ACADEMIC STANDARDS

<http://ed.sc.gov/agency/se/Teacher-Effectiveness/Standards-and-Curriculum/documents/FINALAPPROVEDSSStandardsAugust182011.pdf>

Global Studies

A50. The student will demonstrate an understanding of the influence of the Western world in the spread of new ideas that took place from the Renaissance Through the eighteenth century. (GS3)

- Summarize the origins and contributions of the scientific revolution.

A51. The student will demonstrate an understanding of the effects of the economic, geographic, and political interactions that took place throughout the world during the nineteenth century. (GS4)

- Explain the economic and cultural impact of European involvement on other continents during the era of European expansion.

United States History and the Constitution

A52. The student will demonstrate an understanding of the settlement of North America. (USHC1)

- Summarize the distinct characteristics of each colonial region in the settlement and development of America, including religious, social, political, and economic differences.

A53. The student will demonstrate an understanding of the westward movement and the resulting regional conflicts that took place in America in the nineteenth century. (USHC3)

- **Explain the impact and challenges of westward movement, including the major land acquisitions, people's motivations for moving west, railroad construction, the displacement of Native Americans, and the its impact on the developing American character.**
- Compare economic development in different regions of the country during the early nineteenth century, including agriculture in the South, industry and finance in the North, and the development of new resources in the West.

A54. The student will demonstrate an understanding of major social, political, and economic developments that took place in the United States during the second half of the nineteenth century. (USHC5)

- Summarize developments in business and industry, including the ascent of new industries, the rise of corporations through monopolies and corporate mergers, the role of industrial leaders such as John D. Rockefeller and Andrew Carnegie, the influence of business ideologies, and the increasing availability of consumer goods and the rising standard of living.
- Summarize the factors that influenced the economic growth of the United States and its emergence as an industrial power, including the abundance of natural resources; government support and protection in the form of tariffs, labor policies, and subsidies; and the expansion of international markets associated with industrialization. (E, G, H, P)

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A55. The student will demonstrate an understanding of the economic boom-and bust in America in the 1920s and 1930s, its resultant political instability, and the subsequent worldwide response. (USHC7)

- Explain the social, cultural, and economic effects of scientific innovation and consumer financing options in the 1920s on the United States and the world, including the advent of aviation, the expansion of mass production techniques, the invention of new home appliances, and the role of transportation in changing urban life.
- Explain cultural responses to the period of economic boom-and-bust, including the Harlem Renaissance; new trends in literature, music, and art; and the effects of radio and movies.

A56. The student will demonstrate an understanding of the impact of World War II on United States' foreign and domestic policies. (USHC8)

- Explain the lasting impact of the scientific and technological developments in America after World War II, including new systems for scientific research, medical advances, improvements in agricultural technology, and resultant changes in the standard of living and demographic patterns.

A57. The student will demonstrate an understanding of the social, economic, and political events that impacted the United States during the Cold War era. (USHC9)

- Explain the causes and effects of social and cultural changes in postwar America, including educational programs, expanding suburbanization, the emergence of the consumer culture, the secularization of society and the reemergence of religious conservatism, and the roles of women in American society.

Economics

A58. The student will demonstrate an understanding of how scarcity and choice impact the economic activity of individuals, families, communities, and nations. (Econ1)

- Illustrate the relationship between scarcity—limited resources and unlimited human wants—and the economic choices made by individuals, families, communities, and nations, including how families must budget their income and expenses, how people use psychological and intellectual resources to deal with scarcity, and how local political entities as well as nation-states use scarce resources to satisfy human wants. (E, G)

A59. The student will demonstrate an understanding of markets and the role of supply and demand in determining price and resource allocation. (Econ2)

- Explain the law of supply and demand, including the relationships of critical determinants (e.g., consumer income, tastes, and preferences; technology; the price of inputs) and the effects of change on equilibrium, price, and quantity.
- Explain economic incentives that lead to the efficient use of resources, including monetary and nonmonetary incentives, the ways in which people change their behavior in response to incentives, the relationship of incentives to the laws of supply and demand, and the role of private property as an incentive in conserving and improving scarce resources.

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ACDEMDIC STANDARDS AND CURRICULUM RESOURCE

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A60. The student will demonstrate an understanding of the sources of income and growth in a free-enterprise economy. (Econ3)

- Compare personal income distribution and functional income distribution, including how distribution of income affects public policy.

A61. The student will demonstrate an understanding of personal economic decision making to maximize the net benefits of personal income. (Econ4)

- Summarize types of personal economic decisions and choices that individuals make, including determining how to budget money; establishing short- and long-term financial goals and plans related to income, saving, and spending; utilizing loans and credit cards; and considering investment options.
- Explain influences on personal economic decision making and choices, including the effect of education, career choices, and family obligations on future income; the influence of advertising on consumer choices; the risks and benefits involved in short- and long-term saving and investment strategies; and the effect of taxation and interest rates on household consumption and savings.

United States Government

A62. The student will demonstrate an understanding of the United States government—its origins and its functions. (USG-1)

- Summarize arguments for the necessity and purpose of government and politics, including the idea that politics enables a group of people with diverse opinions and interests to reach collective decisions, the idea that government gives people the security they need in order to reach their full potential, and the idea that the purposes of government include enhancing economic prosperity and providing for national security. (P, E)

A63. The student will demonstrate an understanding of the continuing role of the United States Constitution in the defining and shaping of American government and society.(**USG-3**)

- Explain the organization and responsibilities of local and state governments, including the purposes and functions of state constitutions; reserved and concurrent powers in the states; the relationships among national, state, and local levels of government; and the structure and operation of South Carolina's government. (P)
- Summarize the function of law in the American constitutional system, including the significance of the concept of the due process of law and the ways in which laws are intended to achieve fairness, the protection of individual rights, and the promotion of the common good. (P)
- Summarize the process through which public policy is formed in the United States, including setting a public agenda and the role of political institutions, political parties, and special interest groups.

A64. The student will demonstrate an understanding of the concept of personal and civic rights and responsibilities and the role of the citizen in American democracy. (**USG-5**)

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- Classify the rights of United States citizens as personal, political, or economic and identify the significance and source of such rights and the conflicts that can arise when these rights are limited. (P, E)
- Summarize commonly held personal and civic responsibilities and their significance in maintaining a democracy, including voting, serving as a juror, obeying the law, paying taxes, and serving in the military. (P)

HOUSING AND INTERIORS 1

ACDEMDIC STANDARDS AND CURRICULUM RESOURCE

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B. HOUSING AND HOUSING SELECTIONS

SC Standard: B1. Analyze the legal aspects of purchasing and leasing housing.

FACS Nat'l Standard: 11.8 Analyze professional practices, procedures for business profitability and career success, and the role of ethics in the housing, interiors, and furnishings industries.

Housing and Furnishing Assessment/Credential: 3G. Understand the basics of budgeting for housing; 3H. Identify environmental factors and emerging trends related to housing; 4C. Describe marketing techniques used in the housing industry; 5D. Evaluate legal issues

ELA A1, A2, A3, A4, A5, A6; ISTE A7, A8, A9, A10, A11, A12; HSE A13, A14, A15, A16, A17, A18, A19, A20; B A28; EA A42; IA A43; G A44; PC A45; DA A46, A48, A49; ECON A58, A59, A60, A61

Essential Question(s):

1. Why is it important to understand the legal aspect of purchasing and leasing?

Indicators:

What Students Should Know:

1. Different types of housing
2. Legal aspects of leasing and owning
3. Rights and responsibilities
4. Roles of the local, state, and federal government
5. Agencies

What Students Should Be Able to Do:

1. Assess housing options.
2. Analyze the legal aspects of leasing and home ownership.
3. Investigate the rights and responsibilities of individuals and families.
4. Differentiate between the roles of local, state, and federal government.
5. Distinguish between various agencies in the housing industry.

Learning Strategies:

- Describe the different types of housing.
- Research housing availability in your area.
- Research and compare renting versus owning.
- List the documents needed and complete a housing application.

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- Select appropriate mathematical computations to determine financial responsibility. Then, by incorporating the monthly housing affordability index.
- Collect apartment booklet and compare different features that are listed.
- Watch a reality court television show and discuss the legalities when signing a lease agreement.
- Design a sample roommate contract.
- Evaluate the terms and conditions in a lease agreement.
- Research various agencies in the housing industry.

Formative Assessments: Rubric, student self-evaluations, peer evaluations, open response questions, teacher student conferences

FACS Student Organization – Family, Careers, and Community Leaders of America (FCCLA) <http://www.fcclainc.org/>

APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: ACCESS SKILLS for Career Success – practice being productive and promotable

Financial Fitness: Making Money-sharpen on-the-job financial fitness, Consumer Clout – become a savvy spender

STAR Events: Applied Technology, Chapter Service Project (Display or Manual), Entrepreneurship, Illustrated Talk, Interior Design, Job Interview

Resources:

www.mtgprofessor.com Housing Affordability Calculator:

www.bls.gov/oco (Bureau of Labor Statistics) Occupational Outlook Handbook

<http://quickfacts.census.gov/qfd> (Quick Facts) state and county quick facts from U.S. Census Bureau

www.census.gov/hhes/www/housing.html (US Census Bureau) housing topics with relevant survey and data

www.homestore.com (Homestore) Information on buying, financing, decorating and home improvement

www.lowes.com (Lowe's) a how-to library and calculators

www.openhouse.net/calculator.html (Open House) Mortgage and amortization calculator

www.realtor.com (National Association of Realtors)

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B. HOUSING AND HOUSING SELECTIONS

SC Standard: B2. Analyze factors that affect housing and housing selection.

FACS Nat'l Standard: 11.6 Evaluate client's needs, goals, and resources in creating design plans for housing and residential and commercial interiors.

Housing and Furnishing Assessment/Credential: 3F. Determine design decisions based on ecological, socioeconomic, and cultural context; 3G. Understand the basics of budgeting for housing; 3H. Identify environmental factors and emerging trends related to housing

Academic Alignment: ELA A1, A2, A3, A4, A5, A6; ISTE A7, A8, A9, A10, A11, A12; HSE A14, A16, A17, A20; PS A21, A25, A26; B A31; P A36; ES A39, A40; EA A42; IA A43; G A44; PC A45; DA A46, A48; USHC A52, A53, A54, A55, A56, A57; ECON A58, A59, A60, A61; USG A62, A63, A64

Essential Question(s):

1. How can knowledge about factors that influence housing and housing decisions be beneficial?

Indicators:

What Students Should Know:

1. Individual and family needs
2. Social trends and cultural influences
3. Technology
4. Environmental issues
5. Green building
6. Historical influences
7. Financial responsibilities
8. Infrastructure
9. Laws, building codes, and regulations

What Students Should Be Able to Do:

1. Evaluate individual and family needs.
2. Identify social trends and cultural influences that affect housing and housing selection.
3. Critique technology used in housing and housing selection.
4. Evaluate how environmental issues affect housing and housing selection.
5. Evaluate residences based on green building standards.
6. Categorize historical influences that affect housing and housing selection.
7. Evaluate financial responsibilities to determine affordable housing and housing selection.
8. Assess available infrastructures.
9. Analyze laws, building codes and regulations.

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Learning Strategies:

- Generate a list of factors that affect housing and share with class.
- Evaluate individual and family case studies to determine housing needs.
- Determine changes required for housing to meet special needs of individuals.
- Research social trends and cultural influences that affect housing.
- Write a short article evaluating how people working at home can keep their home and work life separate.
- Compile a list of different technologies used in housing and develop a comparison chart based on function, cost, maintenance, and durability.
- Evaluate processes and costs (including financing and tax considerations) for acquiring and maintaining a place of residence or business.
- Compare and contrast renter and homeowner insurance policies, rates and coverage.
- Debate how environmental issues affect housing and housing selection.
- Research green building. Invite a member of the South Carolina Chapter of the US Green Building Council to provide information on green building. Develop a checklist of criteria for green residences. Evaluate various residences. Graph and display the results.
- Select a residence and provide recommendations for the resident to meet the green building standards.
- Work in groups and research innovations in houses that help preserve natural resources.
- Identify historical influences when given pictures of current houses.
- Investigate the financial responsibilities of purchasing a home by working with a realtor, mortgage closing, inspections, and contractors.
- Critique laws that affect housing and determine what these laws protect.
- Develop a list of residential building codes required in your community.

Formative Assessments: teacher-student conferences, learning log, student self-evaluation, student records/reflections on their work, open-response questions, rubric, projects with several interval products, peer conferencing

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FACS Student Organization – Family, Careers, and Community Leaders of America (FCCLA) <http://www.fcclainc.org/e>

APPLICATION/ASSESSMENT THROUGH FCCLA

Community Service: Develop, plan, carry out, and evaluate projects that improve the quality of life in their communities.

Families First: **Meet the Challenge** – overcome obstacles together; **Balancing Family and Career** –manage multiple responsibilities

Financial Fitness: **Financing Your Future**- apply financial skills to real life

Power of One: **Working on Work** – explore work options, prepare for a career, or sharpen skills useful in business

STAR Events: Applied Technology; Entrepreneurship, Environmental Ambassador, Illustrated Talk, Interior Design, Interpersonal Communication

Resources:

www.census.gov/hhes/www/housing.html (US Census Bureau) housing topics with relevant survey and data

www.extension.iastate.edu/Pages/housing/aahe-links.html (American Association of Housing Educators) resources to elderly housing options and preferences, community data and assessment, and other resources

<http://msucare.com> (Mississippi State University Extension Service) links to housing topics using the search link

www.uwex.edu/ces/flp/house/f_index.html (University of Wisconsin Extension Service) housing resources including additional links for housing topics

www.maltwood.uvic.ca/hoft (Maltwood Art Museum and Gallery) history of furniture timeline

www.HomesofOurOwn.org (National Association of Home Builders) FREE interactive CD-ROM teaching tool that lets middle and high school students design, build, and sell a 3D home

www.aia.org (American Institute of Architecture) news and articles related to architecture

www.manufacturedhousing.org (Manufactured Housing Institute) news, statistics related to manufactured housing

www.hometime.com (Hometime) companion site to PBS Hometime TV show

www.housenet.com (Housenet) housing resources

www.lowes.com (Lowe's) a how-to library and calculators

www.openhouse.net/calculator.html (Open House) Mortgage and amortization calculator

www.realtor.com (National Association of Realtors)

www.sparkseng.com (Sparks Engineering Service) with online

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C. STRUCTURAL ASPECTS OF HOUSING

SC Standard: C1. Examine features of housing structural design.

FACS Nat'l Standard: 11.4 Demonstrate design, construction document reading, and space planning skills required for the housing, interior design and furnishings industries; oral, written, and visual presentation skills to communicate design ideas.

Housing and Furnishing Assessment/Credential: 2C. Understand the information shown on construction documents; 2D. Understand interior and exterior floor plan design; 2H. Demonstrate knowledge of technology programs

Academic Alignment: ELA A1, A2, A3, A4, A5, A6; ISTE A7, A8, A9, A10, A11, A12; HSE A13, A15, A16, A17, A18, A20; PS A21, A25, A26; B A27; C A32, A33, A34, A35; P A36, A37, A38; ES A39, A41; EA A42; IA A43; G A44; PC A45; DA A46, A49; GS A50; ECON A58, A59, A60

Essential Question(s):

1. Why are the features of structural design important?

Indicators:

What Students Should Know:

1. Structural design
2. Computer design software
3. Construction documents
4. Foundation and frame system components
5. Home maintenance and improvement
6. Interior and exterior construction materials
7. Interior systems

What Students Should Know:

1. Assess components included in structural design.
2. Examine computer design software.
3. Interpret construction documents.
4. Identify foundation and frame system components.
5. Determine resources for home maintenance and improvement.
6. Compare various types of interior and exterior construction materials.
7. Identify interior systems.

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Learning Strategies:

- Construct a rendering of the words “structural design” using pictures, object, and words to define structural design. For example, the words could be made of pictures or the printed words of wire, wood, laminate, cement, steel, clay, foundation, framing, blueprints, etc.
- Research current trends in housing construction. Print or draw a picture of one main trend and share with the class.
- Research computer software used for home design.
- Create and design plans for a family home outside living space.
- Research types of project models used in modern building designs.
- Examine computer uses and applications within the housing industry and report findings to class.
- Go on a field trip to see computer design software available in your community.
- Discuss in small groups the importance of housing needs for families of different sizes.
- Design a floor plan for a family who needs special accommodations.
- Evaluate and interpret floor plans and identifying architectural symbols for given case studies (i.e. child’s third-floor bedroom, barrier-free dining room, small-spaced living room).
- Compare strengths and weaknesses (cost, durability, fire-proofing, accessibility, etc.) of various foundation and frame systems.
- Conduct a competition using the same design, but different materials to determine which ones are durable.
- Interview community contractors and architects to research techniques, materials, and technology applications that can be used to conserve energy and materials (sustainable or environmentally friendly resources).
- Identify areas and types of maintenance needed in houses of various ages (new house, 25 year house, 100 year house, etc.).
- Divide class into groups and survey local stores and companies for specific costs and availability for given home maintenance and improvement tasks.
- Explore home maintenance and improvement classes offered in the community.
- Generate a list of tasks to be done, timeline of those tasks, materials to be purchased, approximate cost, and a tentative cost for a minor renovation (such as the addition of a 5 x 5 deck, addition of a laundry room, etc.) without the cost for labor included.
- Develop or improve a class resource file of samples and information of interior and exterior construction materials.
- Demonstrate the cost of building a house based on cost per square foot.
- Determine the cost of square footage of a recreational room.
- Create a chart which explains the markup percentage calculations for retail items used in building a classroom.
- Analyze and differentiate historical architectural styles (housing styles, famous residential housing architects, roof styles).

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Formative Assessments: Student self-evaluation, open-response questions, peer conferencing, rubrics, student records/reflections on their work, writing for real audiences, open-ended problems and extended problem-solving projects, word problems with a variety of structures and solution paths, thinking strategies for basic facts

FACS Student Organization – Family, Careers, and Community Leaders of America (FCCLA) <http://www.fcclainc.org/>

APPLICATION/ASSESSMENT THROUGH FCCLA

Families First: Families Today – understand and celebrate families, Meet the Challenge – overcome obstacles together,

STAR Events: Applied Technology, Entrepreneurship, Focus on Children, Illustrated Talk, Interior Design, Life Event Planning, Chapter Service Project (Display and Manual),

Resources:

www.HomesofOurOwn.org (National Association of Home Builders) FREE interactive CD-ROM teaching tool that lets middle and high school students design, build, and sell a 3D home
www.fider.org (Foundation for Interior Design Education Research) definition and history of interior design, links fider-accredited interior design schools, answers for students, and other resources

www.idec.org (Interior Design Educators Council) association for interior design educators

www.iida.com (International Interior Design Association) information about association, definition of interior designer, and other resources

www.interiordesignsociety.org/ (Interior Design Society) association of residential interior designers

www.americasmart.com (Atlanta Home Furnishings Mart)

www.cadence.com (Cadence magazine) online magazine

www.colormatters.com (Color Matters) impact of color on people

www.decoratingstudio.com/directory_of_links.htm (Decorating and Interior Design Links) links to sources of furniture, house plans, accessories, trade association and building codes and other related topics

www.decorating-your-home.com (Decorating Your Home) advice and products for home decorating

<http://home.att.net/~rocq/SIHwheel.html> (Home.att) An interactive color wheel from Rich Franzens

www.hgtv.com (Home & Garden Television) click on the link, "Design and Decorating" for a collection of how-to articles

www.homedesignstore.com (Artifice, Inc.) Illustrated reviews computer aided drafting design and 3D

www.living.com (Fine Living.com) resources for designing a room

<http://members.cox.net/mrsparker2/vocab.htm> (Cox Theory.net) web site for color theory

www.realsimple.com (Real Simple Magazine) with home decorating ideas

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ACDEMDIC STANDARDS AND CURRICULUM RESOURCE

Course Code: 5830

D.DESIGN AND PLANNING CONCEPTS

SC Standard: D1. Evaluate elements and principles of design.

FACS Nat'l Standard: 11.2. Evaluate housing and design concepts and theories including green design in relation to available resources and design and furnishings industries.

Housing and Furnishing Assessment/Credential: 3A. Identify the principles and elements of design; 3B. Demonstrate how interior elements can be used to create moods and illusions; 2H. Demonstrate knowledge of technology programs

Academic Alignment: ELA A1, A2, A3, A4, A5, A6; ISTE A7, A8, A9, A10, A11, A12; HSE A13, A14, A15, A16, A17, A18, A19; PS A21, A24, A26; B A27; C A32, A34, A35; P A36, A37, A38; EA A42; IA A43; G A44; PC A45; DA A46, A48, A49; ECON A58, A59

Essential Question(s):

1. What is the importance of the elements and principles of design when designing an interior space or exterior structure?

Indicators:

What Students Should Know:

1. Elements and principles of design
2. Color theory

What Students Should Be Able to Do:

1. Analyze the elements and principles of design.
2. Differentiate between the elements and principles of design.
3. Apply elements and principles of design.
4. Demonstrate elements and principles of design and color theory as applied to interior design.

Learning Strategies:

- Identify and explain the elements of design including texture, pattern, line, form and shape, space, color, light.
- Identify and explain the principles of design (i.e. proportion, scale, balance, rhythm, emphasis, and harmony) using a variety of research and reporting methods.
- Plan a field trip (e.g. home improvement stores, furniture store, model home, etc.). Critique realistic and semi - realistic displays of interior designs using the principles and elements of design

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- Invite a speaker: furniture store design consultant, interior designer, architect, or construction manager to discuss the principles and elements of design.
- Develop a portfolio depicting the elements and principles of design.
- Create a sample board showing the color wheel with hue, tint, and shades of color using fabric, magazines, watercolor, etc.
- Create a display showing principles and elements of design.

Formative Assessments: teacher-student conferences, rubric, learning logs, self-evaluation, student records/reflections on their work, performances to demonstrate learning, open-response, questions, projects with several interval products, peer conferencing

FACS Student Organization – Family, Careers, and Community Leaders of America (FCCLA) <http://www.fcclainc.org/>

APPLICATION/ASSESSMENT THROUGH FCCLA

Community Service: Develop, plan, carry out, and evaluate projects that improve the quality of life in their communities.

Families First: Meet the Challenge – overcome obstacles together; **Balancing Family and Career** –manage multiple responsibilities

Financial Fitness: Financing Your Future- apply financial skills to real life

Power of One: Working on Work – explore work options, prepare for a career, or sharpen skills useful in business

STAR Events: Applied Technology; Entrepreneurship, Environmental Ambassador, Illustrated Talk, Interior Design, Interpersonal Communication

Resources:

www.homedepot.com (The Home Depot) with step-by-step directions for home projects

www.lowes.com (Lowe's) a how-to library and calculators

www.americasmart.com (Atlanta Home Furnishings Mart)

www.cadence.com (Cadence magazine) online magazine

www.colormatters.com (Color Matters) impact of color on people

www.decoratingstudio.com/directory_of_links.htm (Decorating and Interior Design Links)

links to sources of furniture, house plans, accessories, trade association and building codes and other related topics

www.decorating-your-home.com (Decorating Your Home) advice and products for home decorating

<http://home.att.net/~rocq/SIHwheel.html> (Home.att) An interactive color wheel from Rich Franzens

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Course Code: 5830

Resources:

www.hgtv.com (Home & Garden Television) click on the link, "Design and Decorating" for a collection of how-to articles

www.homedesignstore.com (Artifice, Inc.) Illustrated reviews computer aided drafting design and 3D

www.living.com (Fine Living.com) resources for designing a room

<http://members.cox.net/mrsparker2/vocab.htm> (Cox Theory.net) web site for color theory

www.homedepot.com (The Home Depot) with step-by-step directions for home projects

www.lowes.com (Lowe's) a how-to library and calculators

www.americasmart.com (Atlanta Home Furnishings Mart)

www.cadence.com (Cadence magazine) online magazine

www.colormatters.com (Color Matters) impact of color on people

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ACDEMDIC STANDARDS AND CURRICULUM RESOURCE

Course Code: 5830

D. DESIGN AND PLANNING CONCEPTS

SC Standard: D2. Examine the principles and factors that influence space planning.

FACS Nat'l Standard: 11.3 Apply housing and interior design knowledge, skills, and processes to meet specific design needs. 11.4 Demonstrate design, construction document reading, and space planning skills required for the housing, interior design and furnishings industries; oral, written, and visual presentation skills to communicate design ideas.

Housing and Furnishing Assessment/Credential: 3A. Identify the principles and elements of design; 3B. Demonstrate how interior elements can be used to create moods and illusions; 2H. Demonstrate knowledge of technology programs; 3F. Determine design decisions based on ecological, socioeconomic, and cultural context; 2F. Understand furniture placement

Academic Alignment: ELA A1, A2, A3, A4, A5, A6; ISTE A7, A8, A9, A10, A11, A12; HSE A13, A14, A15, A16, A17, A18, A19, A20; PS A21, A24, A25, A26; B A27; C A34; P A36, A37; EA A42; IA A43; G A44; PC A45; DA A46, A48, A49; ECON A58, A59

Essential Question(s):

1. Why is it important to understand the principles and factors that influence spatial planning?

Indicators:

What Students Should Know:

1. Space
2. Universal design

What Students Should Be Able To Do:

1. Investigate space planning
2. Define universal access/design

Learning Strategies:

- Design personal space using appropriate principles and factors of design.
- Find photos that illustrate at least three of the following: a large space which is mainly empty; a large space that has been divided in some manner; a large space that is filled; a small space that has been filled. Mount the photos on a poster board. Label them and indicate what you perceive the mood or feeling of each room.
- Create a display showing universal design principles.
- Draw a simple sketch of a room that includes at least five universal design features. Label the features, and explain why they make the room universally usable by adults, children, elderly people, and people with disabilities.
- Research space planning and create an example.
- Add illustrations to a portfolio depicting the space planning principles.

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Formative Assessments: teacher-student conferences, rubric, learning logs, self-evaluation, student records/reflections on their work, performances to demonstrate learning, open-response, questions, projects with several interval products, peer conferencing

FACS Student Organization – Family, Careers, and Community Leaders of America (FCCLA) <http://www.fcclainc.org/>

APPLICATION/ASSESSMENT THROUGH FCCLA

Community Service: Develop, plan, carry out, and evaluate projects that improve the quality of life in their communities.

Families First: Meet the Challenge – overcome obstacles together; **Balancing Family and Career** –manage multiple responsibilities

Financial Fitness: Financing Your Future- apply financial skills to real life

Power of One: Working on Work – explore work options, prepare for a career, or sharpen skills useful in business

STAR Events: Applied Technology; Entrepreneurship, Environmental Ambassador, Illustrated Talk, Interior Design, Interpersonal Communication

Resources:

www.homedepot.com (The Home Depot) with step-by-step directions for home projects

www.lowes.com (Lowe's) a how-to library and calculators

www.americasmart.com (Atlanta Home Furnishings Mart)

www.cadence.com (Cadence magazine) online magazine

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www.decoratingstudio.com/directory_of_links.htm (Decorating and Interior Design Links)

links to sources of furniture, house plans, accessories, trade association and building codes and other related topics

www.decorating-your-home.com (Decorating Your Home) advice and products for home decorating

<http://home.att.net/~rocq/SIHwheel.html> (Home.att) An interactive color wheel from Rich Franzens

www.hgtv.com (Home & Garden Television) click on the link, "Design and Decorating" for a collection of how-to articles

www.homedesignstore.com (Artifice, Inc.) Illustrated reviews computer aided drafting design and 3D

www.living.com (Fine Living.com) resources for designing a room

<http://members.cox.net/mrsparker2/vocab.htm> (Cox Theory.net) web site for color theory

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Course Code: 5830

E. CAREERS

SC Standard: E1. Explore career pathways within the housing and interior design industry.

FACS Nat'l Standard: 11.1 Analyze career paths within the housing, interior design, and furnishings industries.

Housing and Furnishing Assessment/Credential: 1A. Identify fundamentals to career success; 1B. Examine potential career paths and opportunities

Academic Alignment: ELA A1, A2, A3, A4, A5, A6; ISTE A7, A8, A9, A10, A11, A12; HSE A14, A15, A17, A18, A19, A20; PS A21; B A27; P A36; EA A42; G A44; DA A46, A48; USHC A54, A55; ECON A58, A59, A60, A61; USG A62, A63, A64

Essential Question(s):

1. What qualities or characteristics are needed for career success within the housing and interior design industry?

Indicators:

What Students Should Know:

1. Qualities for success
2. Career paths
3. Entrepreneurship
4. Student and professional organization
5. Communication styles
6. Volunteering
7. 21st Century Skills

What Students Should Be Able to Do:

1. Critique personal qualities for career success.
2. Analyze career paths and opportunities for employment.
3. Compare entrepreneurial prospects.
4. Explore student and professional organizations related to the housing industry.
5. Demonstrate effective communication styles.
6. Justify the value of volunteering.
7. Establish personal goals based on the 21st Century Skills.

Learning Strategies:

- Conduct peer evaluations using student made checklists to determine personal qualities and areas to strengthen.
- Research housing and interior design industry career paths and trends using the internet.

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Course Code: 5830

- Select potential careers from entry level through professional level. Construct a class wide career ladder and display in the classroom or hallway.
- Conduct career interest inventories (e.g. SCOIS, KUDER, Holland Code Interest Career Assessment Test, etc.) to determine personal qualities that match various career paths.
- Research entrepreneurial possibilities. Develop a proposal for potential entrepreneurial opportunities. Market your proposal to different audiences.
- Discuss student and professional organizations and their importance in the housing and interiors design industry.
- Role-play various scenarios depicting different communication styles.
- Develop an etiquette visual illustrating professionalism when sending and responding to e-mails, making telephone calls, answering the telephone, and leaving messages.
- Explore volunteer opportunities and discuss the relationship of volunteering to actual employment.
- Develop a flyer to provide information regarding volunteer opportunities in the community.
- Develop a career portfolio that includes a short-term and long-term goals, business cards, professional resume, job interviewing strategies, criteria for evaluating job offers, and artifacts and evidence for all standards in Housing and Interiors 1.

Formative Assessments: peer evaluations, checklist, student self-evaluation, open-response questions, projects with several interval products, rubrics

FACS Student Organization – Family, Careers, and Community Leaders of America (FCCLA) <http://www.fcclainc.org/>

APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: **PLUG IN** to Careers; **SIGN ON** to the Career Connection; **PROGRAM** Career Steps; **LINK UP** to Jobs, **ACCESS SKILLS** for Career Success, **INTEGRATE** Work and Life

Dynamic Leadership: Model good character, Solve problems, Foster positive relationships, Manage conflict, Build teams, Educate peers

Families First: **Balancing Family and Career**-Manage multiple responsibilities

Power of One: A Better You; Speak Out for FCCLA; Working on Working

STAR Events: Applied Technology, Career Investigation, Entrepreneurship; Illustrated Talk, Interpersonal Communications; Interior Design, Job Interview

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Course Code: 5830

Resources:

www.bls.gov/oco (Bureau of Labor Statistics) Occupational Outlook Handbook

<http://quickfacts.census.gov/qfd> (Quick Facts) state and county quick facts from U.S. Census Bureau

www.ncidq.org (National Council for Interior Design) Qualifications for professional interior designers

www.bhglive.com/homeimp (Better Homes & Gardens) Home Improvement Encyclopedia

www.bobvila.com (Bob Villa) Resources from Bob Villa for home repair, renovation and design information

www.iccweb.com (The Internet Career Connection) career resources