

## **HOUSING AND INTERIORS 2**

### **ACADEMIC STANDARDS AND CURRICULUM RESOURCE**

**Course Code: 5831**

Dreams can become reality. Open the doors of your future home! Enroll in this course to get the key to your future home. Housing and Interiors 2 provides opportunities for students to apply the elements and principles of design in residential settings. Comprehensive design projects are integrated throughout the course. Interior backgrounds, furnishings, kitchen design, bath room design, laundry design, traffic patterns, home element enhancements, professional practices, and marketing skills used in the industry are explored. 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.

<b>Credit:</b>	<b>1 unit (120 Hours)</b>
<b>National Certification:</b>	<b>Housing and Furnishing Assessment/Credential</b>
<b>Recommended grades:</b>	<b>9-12</b>
<b>Prerequisite:</b>	<b>Housing and Interiors 1</b>
<b>Course Project</b>	<b>Housing and Interiors Portfolio</b>
<b>Textbook Information:</b>	<b><a href="http://www.mysctextbooks.com/">http://www.mysctextbooks.com/</a></b>

#### **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.

### **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

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# **HOUSING AND INTERIORS 2**

## **ACADEMIC STANDARDS AND CURRICULUM RESOURCE**

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**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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## ACADEMIC STANDARDS AND CURRICULUM RESOURCE

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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 2 ACADEMIC STANDARDS

#### B. ELEMENTS AND PRINCIPLES OF DESIGN

##### **B1. Integrate the elements and principles of design in residential settings.**

1. Apply the elements and principles of design to residential settings.
2. Critique residential settings using the elements, principles, and purpose of design.
3. Identify ergonomic designs.
4. Explain green building standards.

#### A. INTERIOR BACKGROUNDS

##### **C1. Evaluate interior backgrounds, materials, and treatments.**

1. Calculate square footage.
2. Select wall treatments.
3. Select floor treatments.
4. Select ceiling treatments.
5. Determine care and repair for walls, floors, and ceilings.

#### D. FURNITURE SELECTION AND ARRANGEMENT

##### **D1. Explore features of furnishings that are characteristic of various historical periods.**

1. Judge furniture features characteristic to historical periods.
2. Analyze societal and technological trends that affect furniture.
3. Evaluate eclectic combinations.

##### **D2. Analyze factors that influence furniture selection and arrangement.**

1. Evaluate furniture considering the cost, quality, function, and aesthetics.
2. Critique placement of furniture.
3. Recommend furniture arrangement(s).

#### E. KITCHEN, LAUNDRY, AND BATHROOMS

##### **E1. Evaluate kitchen, laundry and bathrooms designs.**

1. Explain related terminology.
2. Select energy-efficient appliances.
3. Select cabinets, countertops and fixtures.
4. Select appropriate backgrounds.
5. Evaluate unique planning issues.
6. Select appropriate storage.
7. Evaluate related technology.

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### **F. HOME ELEMENTS**

#### **F1. Assess home elements that enhance living space.**

1. Define living space.
2. Define home element.
3. Select functional fabrics for various home projects.
4. Design and construct a simple home element.
5. Select lighting to meet specific design needs.
6. Determine appropriate accessories with reference to function, care, and aesthetics.

### **G. PROFESSIONAL PRACTICES**

#### **G1. Explore educational and professional preparation necessary for career success.**

1. Analyze educational and professional preparation for career success.
2. Explain scope and sequence of work in the housing and interiors industry.
3. Summarize employee goals, roles, and responsibilities.
4. Explain general staffing and personnel procedures.
5. Identify fundamental accounting and pricing procedures.
6. Describe risk management techniques.
7. Explain legal issues.
8. Explain ethical behavior.

#### **G2. Describe marketing skills and strategies used in the housing industry.**

1. Develop a marketing plan.

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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\\_ELASStandards.pdf](http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELASStandards.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](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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### **ACADEMIC STANDARDS AND CURRICULUM RESOURCE**

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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.
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 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\\_ELASStandards.pdf](http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELASStandards.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.

#### **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 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\\_ELASStandards.pdf](http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELASStandards.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](http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf)

#### **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.

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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.

## HOUSING AND INTERIORS 2

### ACADEMIC STANDARDS AND CURRICULUM RESOURCE

Course Code: 5831

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

#### **Common Core Alignments – Anchor Standards:**

[http://ed.sc.gov/agency/programs-services/190/documents/CCSSI\\_ELASStandards.pdf](http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELASStandards.pdf)

#### **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.

##### **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.

## HOUSING AND INTERIORS 2

### ACADEMIC STANDARDS AND CURRICULUM RESOURCE

**Course Code: 5831**

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
- contribute to project teams to produce original works or solve problems

## **HOUSING AND INTERIORS 2**

### **ACADEMIC STANDARDS AND CURRICULUM RESOURCE**

**Course Code: 5831**

**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 social health services.
- Discuss the characteristics of healthy relationships.

## HOUSING AND INTERIORS 2

### ACADEMIC STANDARDS AND CURRICULUM RESOURCE

#### Course Code: 5831

- 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 maintain or improve the health of him- or herself and others.
  - Demonstrate strategies for solving interpersonal conflicts without

## HOUSING AND INTERIORS 2

### ACADEMIC STANDARDS AND CURRICULUM RESOURCE

**Course Code: 5831**

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/Teacher-Effectiveness/Standards-and-Curriculum/documents/sciencestandardsnov182005\\_001.pdf](http://ed.sc.gov/agency/se/Teacher-Effectiveness/Standards-and-Curriculum/documents/sciencestandardsnov182005_001.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).
- 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.

## **HOUSING AND INTERIORS 2**

### **ACADEMIC STANDARDS AND CURRICULUM RESOURCE**

**Course Code: 5831**

**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.

#### **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)**

## HOUSING AND INTERIORS 2

### ACADEMIC STANDARDS AND CURRICULUM RESOURCE

#### Course Code: 5831

- 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.

#### 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.

## HOUSING AND INTERIORS 2

### ACADEMIC STANDARDS AND CURRICULUM RESOURCE

Course Code: 5831

- 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](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

## HOUSING AND INTERIORS 2

### ACADEMIC STANDARDS AND CURRICULUM RESOURCE

Course Code: 5831

#### 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](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](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

# HOUSING AND INTERIORS 2

## ACADEMIC STANDARDS AND CURRICULUM RESOURCE

Course Code: 5831

### 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](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.

### 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.

## HOUSING AND INTERIORS 2

### ACADEMIC STANDARDS AND CURRICULUM RESOURCE

Course Code: 5831

- 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](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](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

## HOUSING AND INTERIORS 2

### ACADEMIC STANDARDS AND CURRICULUM RESOURCE

**Course Code: 5831**

**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](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](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

#### **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

## **HOUSING AND INTERIORS 2**

### **ACADEMIC STANDARDS AND CURRICULUM RESOURCE**

**Course Code: 5831**

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)

**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.

## **HOUSING AND INTERIORS 2**

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- 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.

**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

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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)

- 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)

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### B. ELEMENTS AND PRINCIPLES OF DESIGN

**SC Standard: B1. Integrate the elements and principles of design in residential settings.**

**FACS Nat'l Standard:** 11.2 Evaluate housing and designs concepts and theories, including green design, in relation to available resources and options; 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

**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

**Academic Alignment:** ELA A1, A2, A3, A4, A5, A6; ISTE A7, A8, A9, A10, A11, A12; HSE A13, A14, A15, A16, A17, A18, A20; PS A21, A25, A26; B A27; C A34; P A36, A37, A38; ES A39; EA A40; IA A41; G A42; PC A45; DA A46, A48, A49; ECON A58, A59, A60, A61

#### Essential Question(s):

1. How do the elements and principles of design affect planning for residential settings?

#### Indicators:

##### What Students Should Know:

1. Elements and principles of design
2. Design
3. Ergonomics
4. Green building

##### What Students Should be Able To Do:

1. Apply the elements and principles of design to residential settings.
2. Critique residential settings using the elements, principles, and purpose of design.
3. Identify ergonomic designs.
4. Explain green building standards.

#### Learning Strategies:

- Differentiate the elements of design (texture, pattern, line, form and shape, space, color, and light) in a presentation.
- Differentiate the principles of design (proportion, scale, balance, rhythm, emphasis, harmony) using a variety of research and reporting methods.

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- Develop a time line showing the impact of color or other principles and elements of design (e.g. color trends from different periods, periods of furniture, lighting).
- Identify different types of design elements and principles using magazines, newspapers, and other media.
- Create color swatches and other elements of design for an appropriate atmosphere for a residential and nonresidential area.
- Choose a room and recreate the room using the principles of design. Photograph before and after.
- Evaluate designs according to elements and principles of designs.
- Create elevations given a room design.
- Create an advertisement promoting ergonomic (human engineering, biotechnology, human factors) products.
- Design a space to meet ergonomic and green building requirements.
- Develop a public service announce to educate the audience about green building and the relationship to internal and external environments and health of individuals.
- Create color schemes for housing interiors and exteriors.
- Apply interior design software to complete a project.

**Formative Assessments: Formative:** 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

#### APPLICATION/ASSESSMENT THROUGH FCCLA

**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

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**Resources:**

[www.homedepot.com](http://www.homedepot.com) (**The Home Depot**) with step-by-step directions for home projects

[www.lowes.com](http://www.lowes.com) (**Lowe's**) a how-to library and calculators

[www.colormatters.com](http://www.colormatters.com) (**Color Matters**) impact of color on people

[www.decoratingstudio.com/directory\\_of\\_links.htm](http://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.homedesignstore.com](http://www.homedesignstore.com) (**Artifice, Inc.**) Illustrated reviews computer aided drafting design and 3D

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

[www.living.com](http://www.living.com) (**Fine Living.com**) resources for designing a room

# HOUSING AND INTERIORS 2

## ACADEMIC STANDARDS AND CURRICULUM RESOURCE

**Course Code: 5831**

### **C. INTERIOR BACKGROUNDS**

**SC Standard: C1. Evaluate interior backgrounds, materials, and treatments.**

**FACS Nat'l Standard: 11.3** Apply housing and interior design knowledge, skills, and processes to meet specific design needs.

**Housing and Furnishing Assessment/Credential:** 2G. Evaluate appropriate interior background treatments; 3F. Determine design decisions based on ecological, socioeconomic, and cultural context; 3B. Demonstrate how interior elements can be used to create moods and illusions

**Academic Alignment:** ELA A1, A2, A3, A4, A5, A6; ISTE A7, A8, A9, A10, A11, A12; HSE A13, A14, A15, A16, A17, A18, A20; PS A21, A24, A25, A26; B A27; C A32, A34; P A36, A37, A38; ES A39; EA A42; IA A43; G A44; PC A45; DA A46, A48, A49; ECON A58, A59, A60

#### **Essential Question(s):**

1. What are some strategies that can be used to evaluate interior backgrounds, materials, and treatments?

#### **Indicators:**

##### **What Students Should Know:**

1. Square footage
2. Wall treatments
3. Floor treatments
4. Ceiling treatments
5. Care and repair

##### **What Students Should Be Able to Do:**

1. Calculate square footage.
2. Select wall treatments.
3. Select floor treatments.
4. Select ceiling treatments.
5. Determine care and repair for walls, floors, and ceilings.

#### **Learning Strategies:**

- Choose a floor plan of a room and figure square footage for the walls, ceilings and floors.
- Research materials available for interior backgrounds (field trip, etc.).
- Compare and contrast painting versus wall papering.
- Evaluate flooring choices based on comfort, sound, sustainability, and costs.
- Create a collage of pictures of background treatments for display or presentation.
- Construct an inspiration board showing background treatments for a child's room.
- Create fabric care labels for carpet samples.
- Select appropriate wall, floor, and ceiling treatments when given 3 scenarios.
- Design a booklet that illustrates care and repairs of backgrounds, materials, and treatments.

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**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

**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:* 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.highpointmarket.org](http://www.highpointmarket.org) (**High Point International Home Furnishings**) home furnishings market

[www.bobvila.com](http://www.bobvila.com) (**Bob Villa**) Resources from Bob Villa for home repair, renovation and design information

[www.build.com](http://www.build.com) (**Build.com**) Online directory for building and home improvement products and information

[www.homedepot.com](http://www.homedepot.com) (**The Home Depot**) with step-by-step directions for home projects

[www.homedoctor.net/main.html](http://www.homedoctor.net/main.html) (**Home Doctor**) resources for home safety, security and repair

[www.housenet.com](http://www.housenet.com) (**Housenet**) housing resources

[www.lowes.com](http://www.lowes.com) (**Lowe's**) a how-to library and calculators

[www.armstrongfloors.com](http://www.armstrongfloors.com) (**Armstrong World Interiors**) interactive room viewer

[www.benjaminmoore.com](http://www.benjaminmoore.com) (**Benjamin Moore Paint**) product guide with other information about using paint in homes

[www.bhg.com/bhg/category.jhtml?catref=C1](http://www.bhg.com/bhg/category.jhtml?catref=C1) (**Better Homes and Garden: Quick and Easy Decorating**)

[www.carpet-rug.com/index.cfm](http://www.carpet-rug.com/index.cfm) (**Carpet and Rug Institute**) (**Carpet and Rug Institute**) information and resources about carpet and rugs

[www.homefurnish.com](http://www.homefurnish.com) (**Home Furnish.com**) links to furniture buying tips, interior design and house plans

[www.homeideas.com](http://www.homeideas.com) (**Home Ideas**) allows you to request product information from manufacturers

[www.realsimple.com](http://www.realsimple.com) (**Real Simple Magazine**) with home decorating ideas

[www.sherwin.com/DIY/interior](http://www.sherwin.com/DIY/interior) (**Sherwin-Williams Paints**) with color planning guide

# HOUSING AND INTERIORS 2

## ACADEMIC STANDARDS AND CURRICULUM RESOURCE

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### D. FURNITURE SELECTION AND ARRANGEMENT

**SC Standard: D1. Explore features of furnishings that are characteristic of various historical periods.**

**FACS Nat'l Standard:** 11.5 Analyze design and development of architecture, interiors, and furnishings through the ages

**Housing and Furnishing Assessment/Credential:** 2B. Describe the history of furnishings; 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, A20; PS A21, A24, A25, A26; B A27; P A36, A37, A38; ES A39; EA A42; IA A43; G A44; PC A45; DA A46, A48, A49; GS A50, A51; USHC A 52, A53, A54, A55, A56, A57; ECON A58, A59, A60, A61; USG A62

#### Essential Question(s):

1. How does history affect the design of furniture?

#### Indicators:

##### What Students Should Know:

1. Major periods of furniture
2. Furnishing trends
3. Eclectic combinations

##### What Students Should Be Able to Do:

1. Judge furniture features characteristic to historical periods.
2. Analyze societal and technological trends that affect furniture.
3. Evaluate eclectic combinations.

#### Learning Strategies:

- Research how design is affected by history, society, and culture.
- Divide students into historical period groups. Students research their period and document with examples (written and pictorial) of major historical events that occurred and which furnishings were designed during that period.
- Construct a historical timeline using a roll of paper around the wall of the room. Divide the major time periods using pictures or words describing historical events. Add pictures and descriptions of furnishings analogous to the time periods. Title for the timeline, "Period Furniture."

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#### **Learning Strategies:**

- Describe the influences of Spanish, Islamic, or other cultures on interior design.
- Discuss cultural influences on period furnishings.
- Analyze furniture and support classification into correct time-periods. Students will then create a descriptive advertisement to market their assigned furniture.
- Examine features of furniture and furnishings that have been influenced by technology, mass production, and prosperity cycles through various historical periods.
- Appraise various interior furnishings, appliances, and equipment considering impacts of technology and ability to meet special needs.
- Devise ways to furnish the living environment by renovating, recycling, and improvising furnishings and equipment.
- Compare historic, current, and future trends of furnishings.
- Create a design board or portfolio using furniture from several time periods for an assigned room (teacher provides client and floor plan).
- Prepare and present an oral or written description of an eclectic room's design concept.
- Identify the appropriate use and function of given interior furnishings. Then create alternative uses to meet current needs and lifestyles.

**Formative Assessments:** Technology assessment, use of manipulative materials, questioning and response forums, problem-solving, grouping and individual Silent reading and writing followed by discussion, writing for real audiences, publishing for the class and for wider communities, hands-on activities, observation activity, open expression of ideas, decision-making, peer evaluation and conferencing, student self-evaluation, student records/reflections on their work, and questionnaires.

**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),

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#### Resources:

[www.ces.ncsu.edu/depts/fcs](http://www.ces.ncsu.edu/depts/fcs) (Department of Family and Consumer Sciences, North Carolina Cooperative Extension Service) click on "housing and home furnishings" for resources

[www.highpointmarket.org](http://www.highpointmarket.org) (High Point International Home Furnishings) home furnishings market

[www.hometime.com](http://www.hometime.com) (Hometime) companion site to PBS Hometime TV show

[www.housenet.com](http://www.housenet.com) (Housenet) housing resources

[www.armstrongfloors.com](http://www.armstrongfloors.com) (Armstrong World Interiors) interactive room viewer

[www.furniture.com](http://www.furniture.com) (Furniture.com) resources for buying furniture

[www.action-lane.com](http://www.action-lane.com) (Lane Home Furnishings)

[www.lexington.com](http://www.lexington.com) (Lexington Furniture)

[www.decorating-your-home.com](http://www.decorating-your-home.com) (Decorating Your Home) advice and products for home decorating

[www.realsimple.com](http://www.realsimple.com) (Real Simple Magazine) with home decorating ideas

[www.statton.com/guidepst.htm](http://www.statton.com/guidepst.htm) (Statton Furniture Manufacturing Company) with furniture glossary and furniture illustrations and other resources

[www.sfmart.com](http://www.sfmart.com) (San Francisco Center) home furnishings merchandise mart

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#### **E. FURNITURE SELECTION AND ARRANGEMENT**

**SC Standard: D2. Analyze factors that influence furniture selection and arrangement.**

**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; 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:** 2D. Understand interior and exterior floor plan design; 2F. Understand furniture placement; 3A. Identify the principles and elements of design; 3B. Demonstrate how interior elements can be used to create moods and illusions; 3D. Understand the basics of mechanical planning

**Academic Alignment:** ELA A1, A2, A3, A4, A5, A6; ISTE A7, A8, A9, A10, A11, A12; HSE A13, A14, A15, A16, A17, A18, A20; PS A21, A24, A25, A26; B A27; P A36, A37, A38; EA A42; IA A43; G A44; PC A45; DA A46, A48, A49; ECON A 58, A59, A60; USG A64

#### **Essential Question(s):**

1. Why is it important to understand factors that influence furniture selection and arrangements.

#### **Indicators:**

##### **What Students Should Know:**

1. Furnishings cost, quality, function, and aesthetics
2. Principles for the arrangement of furniture
3. Traffic patterns

##### **What Students Should Be Able to Do:**

1. Evaluate furniture considering the cost, quality, function, and aesthetics.
2. Critique placement of furniture.
3. Recommend furniture arrangement(s).

#### **Learning Strategies:**

- Examine factors associated with the selection, care, and arrangement of furnishings and accessories.
- Critique one type of furniture (ladder-back chair, 4-drawer chest of drawers, camel-back settee, etc.) for the quality of construction (i.e., material, types of furniture joints, textiles).  
Teacher will assign a client profile and a cost ceiling. Write a recommendation for the client.

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#### **Learning Strategies:**

- Compare similar furniture from different manufacturers and make a rubric for comparing them - collaborative grouping.
- Take a field trip to a furniture manufacturer so students can see the interior construction of a couch, chair, and/or table.
- Critique aesthetics, function, and psychological impacts of design plans that address individuals, families, or client needs, goals, and resources.
- Integrate applicable building codes, universal guidelines, and regulations in floor/space planning of an outdoor living area (given a shortened list and specific parameters) – collaborative group discussion. Prioritize furniture needs and allotment of space (e.g., conversation, dining, sleeping).
- Analyze criteria for the selection and arrangement of furnishings including furnishings to be used by persons with disabilities, the elderly, and/or children.
- Develop a furniture arrangement and traffic plan for a small area with multi-functional uses.
- Analyze and interpret blueprints and floor plans for efficiency and safety in areas such as activity zones, traffic patterns, storage, and electrical and mechanical systems.
- Plan the arrangement of one's desired personal space.
- Discuss the importance of open circulation in the home.
- Evaluate traffic patterns in provided floor plans.
- Differentiate between the traffic patterns used for work, service, family, and guests. (e.g., family patterns: 1. Related rooms are close together; 2. A bathroom is located close to bedrooms; 3. Indoor living area is readily available to outdoor living spaces (patio, etc.); 4. Excessive hall space is avoided; 5. Rooms are not cut in half by traffic pattern; 6. High-frequency routes are short and free of major obstructions like furniture.)

**Formative Assessments:** Technology assessment, use of manipulative materials, questioning and response forums, problem-solving, grouping and individual silent reading and writing followed by discussion, Writing for real audiences, publishing for the class and for wider communities, hands-on activities, observation activity, open expression of ideas, decision-making, peer evaluation and conferencing, student self-evaluation, student records/reflections on their work, and questionnaires.

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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:* 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)

*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.ces.ncsu.edu/depts/fcs](http://www.ces.ncsu.edu/depts/fcs) (Department of Family and Consumer Sciences, North Carolina Cooperative Extension Service) click on "housing and home furnishings" for resources

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

[www.highpointmarket.org](http://www.highpointmarket.org) (High Point International Home Furnishings) home furnishings market

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#### Resources:

[www.homestore.com](http://www.homestore.com) (**Homestore**) Information on buying, financing, decorating and home improvement

[www.hometime.com](http://www.hometime.com) (**Hometime**) companion site to PBS Hometime TV show

[www.housenet.com](http://www.housenet.com) (**Housenet**) housing resources

[www.spark seng.com](http://www.spark seng.com) (**Sparks Engineering Service**) with online floor plans

[www.homedepot.com](http://www.homedepot.com) (**The Home Depot**) with step-by-step directions for home projects

[www.furniture.com](http://www.furniture.com) (**Furniture.com**) resources for buying furniture

[www.homefurnish.com](http://www.homefurnish.com) (**Home Furnish.com**) links to furniture buying tips, interior design and house plans

[www.statton.com/guidepst.htm](http://www.statton.com/guidepst.htm) (**Statton Furniture Manufacturing Company**) with furniture glossary and furniture illustrations and other resources

# HOUSING AND INTERIORS 2

## ACADEMIC STANDARDS AND CURRICULUM RESOURCE

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### E. KITCHEN, LAUNDRY, AND BATHROOMS

**SC Standard: E1. Evaluate kitchen, laundry and bathrooms designs.**

**FACS Nat'l Standard: 11.3** Apply housing and interior design knowledge, skills and processes to meet specific design needs.

**Housing and Furnishing Assessment/Credential:** 2F. Understand furniture placement; 2G. Evaluate appropriate interior background treatments; 2H Demonstrate knowledge of technology programs; 3C. Understand the basics of wiring; 3E. Evaluate kitchen and bath design

**Academic Alignment:** ELA A1, A2, A3, A4, A5, A6; ISTE A7, A8, A9, A10, A11, A12; HSE A13, A14, A16, A17, A20; PS A21, A24, A25, A26; BA27; P A36, A37, A38; ES A39; EA A42; IA A43; G A44; PC A45; DA A46, A48, A49; ECON A58, A59, A60, A61; USG A64

#### Essential Question(s):

1. What makes kitchen, laundry, and bathroom designs ideal?

#### Indicators:

##### What Students Should Know:

1. Related terminology
2. Appliances
3. Cabinets, countertops and fixtures
4. Specialized backgrounds
5. Unique planning issues
6. Storage
7. Technology

##### What Students Be Able To:

1. Explain related terminology.
2. Select energy-efficient appliances.
3. Select cabinets, countertops and fixtures.
4. Select appropriate backgrounds.
5. Evaluate unique planning issues.
6. Select appropriate storage.
7. Evaluate related technology.

#### Learning Strategies:

- Research terminology related to kitchen, laundry and bath design (e.g. work triangle, work centers, GFI, UL, energy efficiency, Energy Guide Labels, full bath,  $\frac{3}{4}$  bath,  $\frac{1}{2}$  bath, master-bath).
- Sketch a kitchen and show work triangle.
- Identify items found in each kitchen work center.
- Compare two Energy Guide labels and select the one that is most efficient.
- Develop an appliance visual by completing the following directions: Quad fold (hot dog and hamburger) a paper and sketch appliances chosen for a kitchen. List below each appliance the features desired.

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#### **Learning Strategies:**

- Design a list of storage containers for use in the kitchen, laundry, and bathroom.
- Invite an electrical engineer to discuss unique planning issues (safety, universal design, ventilation, lighting, electrical). Write a reflection paper about the presentation.
- Create a space saver invention for storing items in the kitchen, laundry, or bathroom.
- Create a futuristic kitchen, laundry, and bathroom. Conduct peer evaluations based on student developed rubrics.
- Brainstorm technology used in the kitchen, laundry, and bathroom.

**Formative Assessments:** teacher-student conferences, learning log, student self-evaluation, student records/reflections on their work, peer evaluations, open-response questions, rubric, 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:* 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.census.gov/hhes/www/housing.html](http://www.census.gov/hhes/www/housing.html) (US Census Bureau) housing topics with relevant survey and data

[www.bhglive.com/homeimp](http://www.bhglive.com/homeimp) (**Better Homes & Gardens**) Home Improvement Encyclopedia

[www.bobvila.com](http://www.bobvila.com) (**Bob Villa**) Resources from Bob Villa for home repair, renovation and design information

[www.homedepot.com](http://www.homedepot.com) (**The Home Depot**) with step-by-step directions for home projects

[www.homedoctor.net/main.html](http://www.homedoctor.net/main.html) (**Home Doctor**) resources for home safety, security and repair

[www.homestore.com](http://www.homestore.com) (**Homestore**) Information on buying, financing, decorating and home improvement

[www.hometime.com](http://www.hometime.com) (**Hometime**) companion site to PBS Hometime TV show

[www.housenet.com](http://www.housenet.com) (**Housenet**) housing resources

## **HOUSING AND INTERIORS 2**

### **ACADEMIC STANDARDS AND CURRICULUM RESOURCE**

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**Resources:**

[www.homeappliances.com](http://www.homeappliances.com) (**Home appliances**) Information is emailed back to respondent in request for specific information about an appliance

[www.merillat.com/planning/index.asp](http://www.merillat.com/planning/index.asp) (**Merillat**) kitchen planning resources

[www.ftc.gov/bcp/edu/pubs/consumer/homes/rea14.shtm](http://www.ftc.gov/bcp/edu/pubs/consumer/homes/rea14.shtm) (**Energy Guide Label**) basic information on Energy Guide Labels

[www.energystar.gov/](http://www.energystar.gov/) (**Energy Star Guide**) governmental website as it relates to Energy Star information

# HOUSING AND INTERIORS 2

## ACADEMIC STANDARDS AND CURRICULUM RESOURCE

Course Code: 5831

### F. HOME ELEMENTS

**SC Standard:** F1. Assess home elements that enhance living space.

**FACS Nat'l Standard:** 11.3 Apply housing and interior design, skills, and processes to meet specific design needs.

**Housing and Furnishing Assessment/Credential:** 2G. Evaluate appropriate interior background treatments; 2H. Demonstrate knowledge of technology programs; 3C. Understand the basics of wiring; 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, A15, A16, A17, A18, A19; PS A21, A24, A25, A26; B A27; C A34, A35; P A36, A37, A38; ES A39; EA A42; IA A43; G A44; PC A45; DA A46, A48, A49; ECON A58, A59, A60, A61; USG A64

#### Essential Question(s):

1. What are ways to enhance a living space?

#### Indicators:

##### What Students Should Know:

1. Living space
2. Home element
3. Textiles
4. Design and construction techniques
5. Lighting features
6. Accessories for the home

##### What Students Should Be Able to Do:

1. Define living space.
2. Define home element.
3. Select functional fabrics for various home projects.
4. Design and construct a simple home element.
5. Select lighting to meet specific design needs.
6. Determine appropriate accessories with reference to function, care, and aesthetics.

#### Learning Strategies:

- Develop a personal definition of living space. Compare definitions and discuss the different cultures.
- Select pictures that depict various home elements (e.g. lighting, ceiling fans, window treatments, duvets, cushions, shams, bedspreads, bed skirts, etc.).
- Draw a living space that is drawn to scale.

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#### **Learning Strategies:**

- Sketch an elevation of a wall showing the home elements.
- Read a design construction book or article. Summarize the steps needed to complete a project.
- Design a room that includes the proper placement of furniture templates.
- Develop a fabric sample notebook and illustrate the appropriate function(s).
- Visit a dining establishment to determine the lighting based upon the ambience, function, economy, and aesthetics.
- Recommend ways to improve lighting for a given location (e.g. desk, bedroom, dining room, bathroom, etc.).
- Bring a favorite accessory from home. Discuss the initial cost, purpose, function, versatility, maintenance, and replacement cost. Decide whether the accessory is functional or decorative.
- Research a culture and select decorative accessories to best illustrate that style.

**Formative Assessments:** checklists, open response questions, peer conferences, rubrics, projects

**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:* 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.ces.ncsu.edu/depts/fcs](http://www.ces.ncsu.edu/depts/fcs) (Department of Family and Consumer Sciences, North Carolina Cooperative Extension Service) click on "housing and home furnishings" for resources

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

[www.HomesofOurOwn.org](http://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.armstrongfloors.com](http://www.armstrongfloors.com) (Armstrong World Interiors) interactive room viewer

[www.bhg.com/bhg/category.jhtml?catref=C1](http://www.bhg.com/bhg/category.jhtml?catref=C1) (Better Homes and Garden: Quick and Easy Decorating)

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#### Resources:

[www.carpet-rug.com/index.cfm](http://www.carpet-rug.com/index.cfm) (Carpet and Rug Institute) (Carpet and Rug Institute) information and resources about carpet and rugs

[www.furniture.com](http://www.furniture.com) (Furniture.com) resources for buying furniture

[www.homefurnish.com](http://www.homefurnish.com) (Home Furnish.com) links to furniture buying tips, interior design and house plans

[www.homeideas.com](http://www.homeideas.com) (Home Ideas) allows you to request product information from manufacturers

[www.universityloft.com/fabric.htm](http://www.universityloft.com/fabric.htm) (University Loft) suggestions for choosing the right fabric for upholstered furniture

[www.decoratingstudio.com/directory\\_of\\_links.htm](http://www.decoratingstudio.com/directory_of_links.htm) (Decorating and Interior Design Links) links to sources of furniture, house

[www.living.com](http://www.living.com) (Fine Living.com) resources for designing a room plans, accessories, trade association and building codes and other related topics

[www.decorating-your-home.com](http://www.decorating-your-home.com) (Decorating Your Home) advice and products for home decorating

# HOUSING AND INTERIORS 2

## ACADEMIC STANDARDS AND CURRICULUM RESOURCE

Course Code: 5831

### G.PROFESSIONAL PRACTICES

**SC Standard:** G1. Explore educational and professional preparation necessary for career success.

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

**Housing and Furnishing Assessment/Credential:** 1D. Evaluate educational preparation necessary for career success; 4A. Discuss what is meant by scope of work; 4B. Understand goals, roles, and responsibilities of employees; 5A. Understand general staffing and personnel procedures; 5B. Identify fundamental accounting and pricing procedures; 5C. Describe risk management techniques; 5D. Evaluate legal issues; 5E. Explain ethical behavior.

**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; B A27; P A36; EA A42; IA A43; G A44; PC A45; DA A46, A47, A48, A49; ECON A58, A59, A60, A61; USG A63, A64

#### Essential Question(s):

1. What educational and professional preparation is needed for career success?

#### Indicators:

##### What Students Should Know:

1. Educational and professional preparation
2. Scope of work
3. Employee goals, roles, and responsibilities
4. General staffing and personnel procedures
5. Accounting and pricing procedures
6. Risk management techniques
7. Legal issues
8. Ethical behavior

##### What Students Should Be Able to Do:

1. Analyze educational and professional preparation for career success.
2. Explain scope and sequence of work in the housing and interiors industry.
3. Summarize employee goals, roles, and responsibilities.
4. Explain general staffing and personnel procedures.
5. Identify fundamental accounting and pricing procedures.
6. Describe risk management techniques.
7. Explain legal issues.
8. Explain ethical behavior.

## HOUSING AND INTERIORS 2

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#### **Learning Strategies:**

- Develop a chart listing housing and industry related careers, professional preparation required for career success.
- Research the scope and sequence of work in the housing and interiors industry.
- Create a personal ad depicting employee goals, roles, and responsibilities.
- Invite an interior designer to speak or visit an interior design business. Establish a simulated business and develop an employee handbook that outlines general staffing, pricing, and personnel procedures.
- Develop a risk management survey that includes health and safety issues in the home, causes of accidents, and types of insurance. Survey various audiences, compile the responses and graph the results.
- Develop a chart listing housing and industry related careers, professional preparation required for career success.
- Research the scope and sequence of work in the housing and interiors industry.
- Create a personal ad depicting employee goals, roles, and responsibilities.
- Invite an interior designer to speak or visit an interior design business. Establish a simulated business and develop an employee handbook that outlines general staffing, pricing, and personnel procedures.
- Develop a risk management survey that includes health and safety issues in the home, causes of accidents, and types of insurance. Survey various audiences, compile the responses and graph the results.
- Establish a mock court setting. Conduct trials to demonstrate various housing and interior design legal issues.
- Role play ethical and unethical behaviors. Conduct peer evaluations using student developed rubrics.
- Revise and maintain a housing and interiors career portfolio. Include artifacts and evidence for all standards from Housing and Interiors 1 and 2.

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

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

#### APPLICATION/ASSESSMENT THROUGH FCCLA

*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

#### Resources:

[www.bls.gov/oco](http://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](http://www.ncidq.org) (National Council for Interior Design) Qualifications for professional interior designers

[www.aia.org](http://www.aia.org) (American Institute of Architecture) news and articles related to architecture

[www.manufacturedhousing.org](http://www.manufacturedhousing.org) (Manufactured Housing Institute) news, statistics related to manufactured housing

[www.bhglive.com/homeimp](http://www.bhglive.com/homeimp) (Better Homes & Gardens) Home Improvement Encyclopedia

[www.bobvila.com](http://www.bobvila.com) (Bob Villa) Resources from Bob Villa for home repair, renovation and design information

[www.iccweb.com](http://www.iccweb.com) (The Internet Career Connection) career resources

# HOUSING AND INTERIORS 2

## ACADEMIC STANDARDS AND CURRICULUM RESOURCE

Course Code: 5831

### G. PROFESSIONAL PRACTICES

**SC Standard: G2. Describe marketing skills and strategies used in the housing industry.**

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

**Housing and Furnishing Assessment/Credential:** 4C. Describe marketing techniques used in the housing industry; 4D. Utilize effective communication styles.

**Academic Alignment:** ELA A1, A2, A3, A4, A5, A6; ISTE A7, A8, A9, A10, A11, A12; HSE A14, A16, A17, A18, A20; PS A21; B A27; P A36; EA A42; IA A43; G A44; PC A45; DA A46, A48, A49; GS A51; USHC A53; ECON A58, A59, A60, A61; USG A64

#### Essential Question(s):

1. Why are marketing skills and strategies important in the housing and interiors industry?

#### Indicators:

##### What Students Should Know:

1. Marketing skills and strategies
2. Marketing plan

##### What Students Should Be Able to Do:

1. Identify marketing skills and strategies that lead to professional success.
2. Develop a marketing plan.

#### Learning Strategies:

- Research marketing skills and strategies. Role-play skills and strategies. Conduct peer evaluations based on whether the skills and strategies will lead to professional success. Provide feedback based on the evaluations.
- Define marketing plan.
- Research examples of marketing plans.
- Explain why implementation, evaluation, and control of the marketing plan are necessary.
- Explain why implementation, evaluation, and control of the marketing plan are necessary.

## HOUSING AND INTERIORS 2

### ACADEMIC STANDARDS AND CURRICULUM RESOURCE

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- Develop a marketing plan for a simulated housing and industry business by including all listed elements:
  - define the business mission
  - setting marketing plan objectives
  - conducting a situation analysis
  - examining the competitive advantage
  - describing a marketing strategy – target market strategy, marketing mix (product, place, promotion, price)
  - following up the marketing plan – implementation (simulated), evaluation, and control

**Resource:**

Lamb, Jr. C. W., Hair, J., & McDaniel, C. (2004). *Marketing* (7th ed.) Mason, OH: South-Western.

**Formative Assessments:** open-response questions, projects with several interval products, student developed 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

**Resources:**

[www.asid.org](http://www.asid.org) (American Society of Interior Designers) resources for interior design, governmental affairs, jobs and other

[www.fider.org](http://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

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#### Resources:

[www.idec.org](http://www.idec.org) (**Interior Design Educators Council**) association for interior design educators  
[www.iida.com](http://www.iida.com) (**International Interior Design Association**) information about association, definition of interior designer, and other resources

[www.interiordesignsociety.org/](http://www.interiordesignsociety.org/) (**Interior Design Society**) association of residential interior designers

[www.HomesofOurOwn.org](http://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.build.com](http://www.build.com) (**Build.com**) Online directory for building and home improvement products and information

[www.homeadditionplus.com](http://www.homeadditionplus.com) (**Home Addition Plus**) providing DIY home improvement how-to advice, home remodeling tips, contractor bid sheets, and other home building and planning products for homeowners