

**HOUSING AND INTERIORS 1 STATEWIDE COURSE SYLLABUS
PROGRAM: FAMILY AND CONSUMER SCIENCES**

Instructor:

Teacher's Name:

Teacher Room Number:

Phone :

Fax:

Email:

Webpage:

Hours Available:

Career Cluster: Human Services

CIP Code: 190101

Course Number and Title:

Course Description:

Grade Level:

Carnegie Units: 1

(Regulation 43-232: High School Credit - A school may award one unit of credit for an academic standards-based course that requires a minimum of 120 hours of instruction.)

Prerequisite:

Virtual School: Check with the Office of e-Learning to determine if this course is offered on-line. Go to the following webpage for additional information: <http://scvspconnect.ed.sc.gov/>

National Assessment:

South Carolina State Standards/Indicators/National Assessment-Credential

Unit 1: Topic: HOUSING AND HOUSING SELECTIONS

Amount of Time:

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

Indicators:

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

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Amount of Time:

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

Indicators:

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

Unit 2:Topic: STRUCTURAL ASPECTS OF HOUSING

Amount of Time:

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

Indicators:

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

Unit 3:Topic: DESIGN AND PLANNING CONCEPTS

Amount of Time:

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

Indicators:

1. Analyze the elements and principles of design.
2. Differentiate between the elements and principles of design.
3. Apply elements and principles of design.

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4. Demonstrate elements and principles of design and color theory as applied to interior design.

Amount of Time:

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

Indicators:

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

Unit 5: Topic: CAREERS

Amount of Time:

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

Indicators:

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

Course Outline

	Unit/Lesson	Textbook Chapter		Unit/Lesson	Textbook Chapter
Week 1			Week 10		
Week 2			Week 11		
Week 3			Week 12		
Week 4			Week 13		
Week 5			Week 14		
Week 6			Week 15		
Week 7			Week 16		
Week 8			Week 17		
Week 9			Week 18		

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Academic Alignments:

Course content is aligned with the following academic subject areas:

English Language Arts	Health and Safety Education	Technology
Earth Science	Elementary Algebra	Physics
Economics	Geometry	Biology
Chemistry	Intermediate Algebra	Data Analysis
	PreCalculus	

Textbook(s):

Evaluation and Grading:

1. Grading System:

2. Grading Scale:

A = 100 - 93
B = 92 - 85
C = 84 - 77
D = 76 - 70
F = 69 - below

Make-up Policy and Extra Help

Supplies needed:

Classroom Expectations

Classroom Procedures

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Student Organization: Involvement in student organizations has resulted in the strongest gains in cognitive skills, communication skills, interpersonal skills, and self-confidence.

Collaborative Partnerships

Advisory Council: The advisory council meets two times per year, once during the fall semester and once during the spring semester. All parents are invited to join our advisory council. Please contact me if you are interested.

Business/Community Connections: Businesses and community representatives are invited to serve on our advisory council. We encourage our local businesses and community representatives to provide speakers, field trip opportunities, donations, and other resources to support students in the school to work transition.

Dual Credit/Articulation Opportunities (Transition Strategies for Middle School)

Service Learning Projects

Extended Learning Opportunities

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21st Century Skills

http://www.p21.org/index.php?option=com_content&task=view&id=254&Itemid=120

The elements listed below are 21st Century Student Outcomes representing skills, knowledge and expertise students should master to succeed in work and life in the 21st century. These elements are incorporated throughout the course content.

Core Subjects and 21st Century Themes • English, reading or language arts • World languages • Arts • Mathematics • Economics • Science • Geography • History • Government and Civics	Learning and Innovation Skills • Creativity and Innovation Think Creatively Work Creatively with Others Implement Innovations • Critical Thinking and Problem Solving Reason Effectively Use Systems Thinking Make Judgments and Decisions Solve Problems • Communication and Collaboration Communicate Clearly • Collaborate with Others
Information, Media and Technology Skills • Information Literacy Access and Evaluate Information Use and Manage Information • Media Literacy Analyze Media Create Media Products • ICT Literacy Apply Technology Effectively	Life and Career Skills • Flexibility and Adaptability Adapt to Change Be Flexible • Initiative and Self-Direction Manage Goals and Time Work Independently Be Self-directed Learners • Social and Cross-Cultural Skills Interact Effectively with Others Work Effectively in Diverse Teams • Productivity and Accountability Manage Projects Produce Results • Leadership and Responsibility Guide and Lead Others Be Responsible to Others

Checklist

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Please check each item you have read and understand:

Syllabus Topics	Parent	Student
Course Description		
Unit Topics/Course Standards/Indicators		
National Assessments		
Course Outline		
Academic Alignments		
Textbook		
Evaluation and Grading		
Make-up Policy and Extra Help		
Supplies Needed		
Classroom Expectations		
Classroom Procedures		
Student Organization		
Collaborative Partnerships		
Dual Credit and Articulation Opportunities		
Service Learning Projects		
Extended Learning Opportunities		
21 st Century Skills		

Your signature below verifies that you have read, understand, and agree with the contents of this syllabus.

Student Signature: _____

Date: _____

Student Printed Name: _____

Parent Signature: _____

Date: _____

Parent Printed Name: _____