

STATEWIDE COURSE SYLLABUS

Interior Design 2

Instructor:

Teacher's Name:

Teacher Room Number:

Phone :

Fax:

Email: Webpage:

Hours Available:

Career Cluster: Arts, A/V Technology, & Communications Cluster

CIP Code: 500408

Course Number and Title: 5456 Interior Design 2

Course Description: Interior Design 2 focuses on design applications incorporating business basics of the design industry. Students will have an opportunity to develop advanced skills by learning about green design concepts and the principles and theories of sustainability as they pertain to design decisions, i.e. building materials, and methods, systems, and occupants. Course content consists of career development, industry trends, design applications, client relations, presentation techniques and business practices. Job shadowing, mentorships, internships, and/or apprenticeships are an integral part of this course. Portfolios and projects are integrated throughout the course work. Computer access is strongly recommended for this course. The Family and Consumer Sciences student organization Family, Career, and Community Leaders of America (FCCLA) greatly enhances this curriculum.

Grade Level:**Carnegie Units:**

(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.)

Required Prerequisite: Interior Design 1

National Assessment/Credential:**South Carolina State Standards/Indicators**

Unit 1 Topic: CAREER DEVELOPMENT

Amount of Time:**State Standard:**

1. Evaluate a career plan designed to meet personal goals and objectives.

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Indicators:

1. Display workplace skills (21st Century Skills) in a variety of settings.
2. Analyze 21st century skills.
3. Complete a functional career plan.
4. Critique a career portfolio for complete and quality inclusions.
5. Set goals and objectives for a career path.
6. Determine education, training, and credentialing requirements for different levels of interior design occupations.

Unit 2 Topic: **INDUSTRY TRENDS**

Amount of Time:

State Standard:

1. Identify trends and new technologies in interior design and construction components.

Indicators:

1. Identify trends (Biomimicry, socioeconomic, cultural, biometric, the global market, aging population, Millennials, professional licensing) in the interior design profession.
2. Describe ergonomics, anthropometrics, and human comfort theories.
3. Explain the importance of environmental sustainability and ecological issues.
4. Identify current legislation, regulations and codes.
5. Employ new technological resources in the design process.
6. Analyze and explain how technology impacts design and construction.

Unit 3 Topic: **DESIGN APPLICATION**

Amount of Time:

State Standard:

1. Generate creative solutions for problems within interior environments.

Indicators:

1. Incorporate appropriate terminology in daily communication.
2. Define creativity.

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3. Identify and define relevant aspects of a design problem and apply creative solutions.
4. Explain construction document information.
5. Demonstrate space planning with appropriate scale and balance and for efficiency and safety.
6. Evaluate electrical and mechanical systems for placement and efficiency.
7. Implement building codes, universal guidelines, and regulations in space planning.
8. Evaluate standards and public policies affecting the interiors and furnishings industry.

Unit 4 Topic: CLIENT RELATIONS

Amount of Time:

State Standard:

1. Analyze client needs, goals, and resources in creating design plans.

Indicators:

1. Incorporate client needs, goals, and resources into interior design projects.
2. Assess a variety of available resources for buildings and interior design.
3. Determine community, family, and financial resources needed to achieve clients' housing and interior goals.
4. Evaluate human needs, safety, space, and technology as they relate to interior design goals.
5. Create solutions for client problems.

Amount of Time:

State Standard:

2. Apply a variety of communication skills.

Indicators:

1. Demonstrate a variety of communication skills:
 - a. Express ideas clearly: (such as verbal skills, written skills, listening skills, body language, visual media, and technology Use sketches as a design and communication tool.
 - b. Produce competent presentation drawings across a range of appropriate media.
 - c. Produce sufficiently extensive documents to show how design solutions and interior construction are related.

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2. Integrate oral and visual material to present ideas clearly.
3. Distinguish correct terminology for appropriate situations.

Unit 5 Topic: **PRESENTATION TECHNIQUES**

Amount of Time:

State Standard:

1. Demonstrate design ideas through a variety of presentation media.

Indicators:

1. Demonstrate the selection and use of media and studio tools.
2. Prepare renderings, elevations, and sketches using appropriate media.
3. Create visual presentations including samples, legends, keys, and schedules.
4. Develop a client presentation using a variety of media such as photography, video, computer, and software.

Unit 6 Topic: **PROFESSIONAL PRACTICES**

Amount of Time:

State Standard:

1. Evaluate professional practices that lead to successful business operations.

Indicators:

1. Distinguish between the various types of design practices (sole proprietor, partnership, corporation, etc.)
2. Identify the elements of business practice and management: business development, financial management, strategic planning, insurance, business documents, marketing, business contracts, inventory control and loss prevention including cash and credit transactions.
3. Evaluate marketing skills to build clientele and promote products.
4. Examine operational costs such as markups, mark downs, cash flow, and other factors affecting profit.
5. Determine best practices for inclusion and collaboration within a workforce.
6. Analyze ethical and sound business practices.

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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		

Academic Alignments:

Course content is aligned with the following academic subject areas:

English Language Arts
Earth Science
Economics
Chemistry
Physical Science
U. S. History

Health and Safety Education
Elementary Algebra
Geometry
Intermediate Algebra
Precalculus
U. S. Government

Technology
Physics
Biology
Data Analysis
Global Studies

Textbook(s):

Evaluation and Grading:

1. Grading System:

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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:

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:

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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.

1. 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

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CHECKLIST

Please check each item you have read and understand:

Syllabus Categories	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		
Collaborative Partnerships		
Dual Credit and Articulation Opportunities		
Service Learning Projects		
Extended Learning Opportunities		
21 st Century Skills		

Please refer to contact information on the first page if you have any questions. 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: _____