<table>
<thead>
<tr>
<th>Strand</th>
<th>Writing Standards</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Tools of Social Science Inquiry</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Big Idea</th>
<th>Text Types and Purposes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Science Understanding is Developed through the Use of Science Process Skills, Scientific Knowledge, Scientific Investigation, Reasoning, and Critical Thinking</td>
</tr>
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<table>
<thead>
<tr>
<th>Standards</th>
<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Analyze the basic physical and psychological needs that housing satisfies</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>• Identify and describe the physical housing needs</td>
</tr>
<tr>
<td></td>
<td>• Identify and describe the psychological housing needs</td>
</tr>
</tbody>
</table>

**Alignments:**  
CCSS: 11-12.W.1b; 11-12.RST.9; 11-12.WHST.2c  
Performance: 1.2, 1.6, 1.8, 2.3  
Knowledge: (CA) 4,6 (SS) 6  
SSCLE: TSSI.7.A (US History)  
NSFACS: 11.6.1  
NETS: 4c  
DOK: 4

**Instructional Strategies**

- Teacher created: The Universal Need For Housing PowerPoint  
  - Student note taking  
  - Class discussion  
- Students complete:  
  - district resource The Universal Need For Housing Packet activities  
  - teacher created Housing Perceptions paper  
- Shared examples of Housing Perceptions paper  
- Cooperative learning groups brainstorm the differences between house and home
### Assessments/Evaluations

- **District:**
  - created The Universal Need For Housing test
  - resource The Universal Need For Housing packet checklist
  - Teacher created Housing Perceptions Paper – assessed using a scoring guide

Mastery: 80%

### Sample Assessment Questions

- Identify and describe the psychological housing needs

### Instructional Resources/Tools

- *Homes Today* textbook
- The Universal Need For Housing PowerPoint notes

### Literacy Connections

- Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes
  - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts
  - Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible
  - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content
    - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases
Cross Curricular Connections

- ELA:
  - Writing
  - Researching
  - Synthesizing information
- Social Studies: Relationships of individuals to cultural traditions
- Psychology
**Strand** | **Writing Standards**  
|-------------------|-----------------------------|
| **Big Idea** | **Speaking and Listening**  
| **Text Types and Purposes** | **Comprehension and Collaboration**  

<table>
<thead>
<tr>
<th><strong>Standards</strong></th>
<th><strong>Learning Targets</strong></th>
</tr>
</thead>
</table>
| B. Compare and contrast housing needs among people of different ages and life stages | 1. Identify and describe the housing life cycle  
• Assess the importance of building homes that follow the concept of Universal Design |

**Alignments:**  
CCSS: 11-12.W.1b; 11-12.SL.1b  
Performance: 1.2, 1.6, 3.6  
Knowledge: (CA) 4,6  
NSFACS: 11.6.1, 11.6.2  
NETS: 3b  
DOK: 3

**Instructional Strategies**  
• Cooperative learning groups will construct a poster depicting the stages of the housing life cycle and present to the class  
• Students will complete district resource The Universal Need For Housing Packet activities  
• Teacher led discussion on the importance of incorporating Universal Design in residential and commercial buildings

**Assessments/Evaluations**  
• District resource The Universal Need For Housing:  
  • test  
  • packet checklist

Mastery: 80%
### Sample Assessment Questions

- Evaluate housing needs for each stage of the housing life cycle

### Instructional Resources/Tools

- *Homes Today* textbook
- “The Universal Need For Housing” PowerPoint notes

### Literacy Connections

- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content
  
  b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively
  
  b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed

### Cross Curricular Connections

- ELA:
  - Writing
  - Speaking and listening
## Strand

### Elements and Principles

**Big Idea**

Select and Use Elements of Art for Their Effect in Communicating Ideas through Artwork

<table>
<thead>
<tr>
<th>Standards</th>
<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. Apply the elements of good design</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>• Describe how space is used as a design element and the feelings space conveys</td>
</tr>
<tr>
<td></td>
<td>• Define texture and describe the ways it is used to create effects and variety</td>
</tr>
<tr>
<td></td>
<td>• Analyze the functions of line in design and the feelings line can convey</td>
</tr>
<tr>
<td></td>
<td>• Define form and explain how it can be used effectively</td>
</tr>
<tr>
<td></td>
<td>• Explain how color is produced</td>
</tr>
<tr>
<td></td>
<td>• Make a color wheel and use one to demonstrate three kinds of color schemes</td>
</tr>
</tbody>
</table>

### Alignments:

- **CCSS:** 11-12.RST.7; 11-12.RST.9; 11-12.WHST.2a
- **Performance:** 1.5, 1.6, 2.1, 2.5
- **Knowledge:** (CA) 4,6 (FA) 1,2,4 (SC) 5
- **VAGLE:** EP.1.A-G (HS Level 1)
- **NSFACS:** 11.2.1-11.2.3
- **NETS:** 4b
- **DOK:** 4
**Instructional Strategies**

- Teacher created: Elements of Design PowerPoint
  - Student note taking
  - Class discussion
- Brainstorm possible inquiry topics related to the elements of design
- Shared reading of example PowerPoints to analyze effectiveness
- Students will complete:
  - and present teacher created Personal Style PowerPoint
  - district resource Elements of Design packet activities
  - teacher created Elements of Design foldable
  - a video provided “The Power of Color” worksheet
- Teacher led class discussion on favorite:
  - colors
  - common color associations
  - video questions
- Students will complete the teacher created Color Schemes project

**Assessments/Evaluations**

- Teacher created:
  - Elements of Design test
  - Personal Style PowerPoint – assessed using a scoring guide
  - Elements of Design Foldable – assessed using a scoring guide
  - Color Schemes project – assessed using a scoring guide
- District Resource Elements of Design packet checklist

Mastery: 80%

**Sample Assessment Questions**

- Do horizontal lines have the most eye movement?
- How can you make a large space feel smaller?
- Analyze the impact color has on a person’s mood
### Instructional Resources/Tools

- *Homes Today* textbook
- “Elements of Design” PowerPoint notes
- Computers (e.g., www.bhg.com)
- Microsoft PowerPoint
- “Power of Color” video
- Design magazines, such as:
  - *Traditional Home*
  - *Better Homes & Garden*

### Literacy Connections

- Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem
- Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible
- Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes
  a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension

### Cross Curricular Connections

- ELA:
  - Reading
  - Writing
  - Research
  - Synthesize information
- Science: Electromagnetic Spectrum – light relationship to color
<table>
<thead>
<tr>
<th>Strand</th>
<th>Elements and Principles Algebra</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Select and Use Principles of Art for Their Effect in Communicating Ideas through Artwork Seeing Structure in Expression</td>
</tr>
</tbody>
</table>

### Standards

D. Apply the principles of good design

### Learning Targets

1. 
   - Describe and give examples of good proportion in design
   - Assess scale and the way it is used in design
   - Identify and describe the two types of balance
   - Explain how rhythm and emphasis are used to guide focus
   - Explain the importance of unity and variety in good design

### Alignments:

CCSS: 11-12.RST.7; 11-12.RST.9; A-SSE.1a
Performance: 1.6, 1.8, 2.5
Knowledge: (CA) 4,6 (FA) 1-4 (MA) 1,2
VAGLE: EP.2.A-F (HS Level 1)
NSFACS: 11.2.1-11.2.3
NETS: 2a
DOK: 4

### Instructional Strategies

- Teacher created: Principles of Design PowerPoint
  - Student note taking
  - Class discussion
- Students will complete:
  - district resource Principles of Design packet activities
  - the video provided “Eye for Design” worksheet
### Interior Design and Decorating

- Teacher led discussion on the Principles of Design at work in the classroom
- Teacher demonstration on how to calculate proportional ratios
- Cooperative Learning Groups calculate proportional ratios
- Students complete Teacher Created Principles of Design Index Card project

#### Assessments/Evaluations

- Teacher created:
  - Principles of Design test
  - Scoring guide for Index Card project
  - District resource Principles of Design packet checklist

Mastery: 80%

#### Sample Assessment Questions

- Identify and give an example of three types of rhythm
- What is more pleasing in design, squares or rectangles?
- Assess how scale relates to the number and size of objects put into a room

#### Instructional Resources/Tools

- *Homes Today* textbook
- “Principles of Design” PowerPoint notes
- “Eye For Design” DVD
- Design magazines, such as:
  - *Traditional Home*
  - *Better Homes & Garden*

#### Literacy Connections

- Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem
- Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible
### Cross Curricular Connections

- **ELA:**
  - Reading
  - Synthesizing information
- **Math:** Calculating scale
- **Visual Arts:** Design principles
**Strand** | **Artistic Perceptions**
---|---
**Big Idea** | Investigate the Nature of Art and Discuss Responses to Artworks

| **Standards** | **Learning Targets** |
---|---
E. Explain what backgrounds are and why they are important | 1. |
| | • List the four background areas |
| | • Explain the importance of the background areas in design |

**Alignments:**
CCSS: 11-12.RST.3; 11-12.RST.9; 11-12.WHST.4
Performance: 1.2, 1.5
Knowledge: (CA) 4,6  (FA) 1,3,4
VAGLE: AP.1.A (HS Level 3)
NSFACS: 11.3.1
NETS: N/A
DOK: 3

**Instructional Strategies**
- Students will complete teacher created the Bedroom Design project – students will:
  - choose a bedroom template
  - pick a color scheme
  - choose:
    - floor
    - wall
    - window
    - textile coverings for the room
  - Materials will be represented on a display board
- Teacher created: Choosing Backgrounds PowerPoint
  - Student note taking
  - Class discussion
- Students will complete the district resource Choosing Backgrounds packet activities
- Teacher led discussion on how sound is impacted by background materials
### Assessments/Evaluations

- Teacher created Choosing Backgrounds quiz
- District resource Choosing Backgrounds packet checklist
- Teacher created Bedroom Design project – assessed using a scoring guide

Mastery: 80%

### Sample Assessment Questions

- T or F. The most expensive background area are floor coverings

### Instructional Resources/Tools

- *Homes Today* textbook
- “Choosing Background” PowerPoint notes
- Interior Design samples

### Literacy Connections

- Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text
- Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

### Cross Curricular Connections

- ELA:
  - Reading
  - Writing
  - Synthesizing information
- Arts: Artistic perceptions (Bedroom project display board)
<table>
<thead>
<tr>
<th>Strand</th>
<th>Artistic Perceptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Investigate the Nature of Art and Discuss Responses to Artworks</td>
</tr>
</tbody>
</table>

**Standards**

F. Assess the characteristics of various textiles and their uses in floor, window and wall coverings

**Learning Targets**

1. • Describe the three basic weaves
• Identify common natural and synthetic fibers used in interior design
• Choose different types of window treatments, floor coverings, and wall coverings for a bedroom design project

**Alignments:**

CCSS: 11-12.RST.3; 11-12.RST.9; 11-12.WHST.4
Performance: 1.2, 1.6
Knowledge: (CA) 4,6 (FA) 1,3,4
VAGLE: AP.1.A (HS Level 3)
NSFACS: 11.3.1
NETS: N/A
DOK: 3
### Instructional Strategies

- **Teacher:**
  - led discussion on common fibers and weaves used in home textiles
  - created Bedroom Design project – Students will:
    - choose a bedroom template
    - pick a color scheme
    - choose:
      - floor
      - wall
      - window
      - textile coverings for the room
    - represent materials on a display board
- Students will complete the district resource Choosing Backgrounds packet activities
- Cooperative learning groups will complete teacher created Types of Window Treatments poster

### Assessments/Evaluations

- **Teacher created:**
  - Choosing Backgrounds quiz
  - Bedroom Design – assessed using a scoring guide
  - Types of Window Treatments poster – assessed using a scoring guide
  - District resource Choosing Backgrounds packet – assessed using a checklist

Mastery: 80%

### Sample Assessment Questions

- What is the strongest fabric weave?
- Evaluate the advantages and disadvantages of using wallpaper as a wall covering
# Interior Design and Decorating

## Instructional Resources/Tools

- *Homes Today* textbook
- “Choosing Backgrounds” PowerPoint notes
- Interior design samples
- Design magazines, such as:
  - *Traditional Home*
  - *Better Homes & Garden*

## Literacy Connections

- Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text
- Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

## Cross Curricular Connections

- **ELA:**
  - Reading
  - Writing
  - Synthesizing information
- **Arts:** Artistic expressions (Bedroom project display board)
### Strand: Interior Design and Decorating

<table>
<thead>
<tr>
<th>Elements of Geographical Study and Analysis</th>
<th>Speaking and Listening</th>
</tr>
</thead>
</table>

### Big Idea: Knowledge of Major Elements of Geographical Study and Analysis (Such As Location, Place, Movement and Regions) and Their Relationship to Changes in Society and the Environment

#### Standards

| G. Examine the development of furniture styles throughout history |

#### Learning Targets

<table>
<thead>
<tr>
<th>1.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Identify and describe Jacobean, William &amp; Mary, Queen Anne, Chippendale, Federal, Empire, Shaker, Victorian, and Contemporary furniture styles</td>
</tr>
<tr>
<td>- Assess how furniture styles today still have characteristics of earlier time periods</td>
</tr>
</tbody>
</table>

#### Alignments:

- **CCS:** 11-12.SL.1a; 11-12.RH.2; 11-12.RH.9; 11-12.WHST.2b
- **Performance:** 1.2, 1.6, 1.8
- **Knowledge:** (CA) 6 (FA) 3,5 (SS) 2,5
- **SSCLE:** EGSA.5.D,F (US History)
- **NSFACS:** 11.5.1-11.5.4
- **NETS:** 3b-d
- **DOK:** 3

#### Instructional Strategies

- Teacher assembled Furniture Styles research folders
- Shared reading of example Furniture Design Posters to analyze effectiveness
- Cooperative learning groups will complete and present teacher created Furniture Styles Poster
- Teacher led discussion over the Furniture Styles computer software
- Students will complete the teacher created Furniture Styles project
### Assessments/Evaluations

- Teacher created Furniture Design & Selection test
- Furniture Design & Selection:
  - project
  - poster/presentation
    - assessed using teacher created scoring guides

Mastery: 80%

### Sample Assessment Questions

- Which furniture style time period did the gateleg table and highboy originate?
- Describe three characteristics of your favorite furniture style time period

### Instructional Resources/Tools

- *Homes Today* textbook
- “Furniture Styles”:
  - research folders
  - computer software
- Design magazines, such as:
  - *Traditional Home*
  - *Better Homes & Garden*
- Internet

### Literacy Connections

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively
  a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas
- Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas
• Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources
• Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes
  b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic

**Cross Curricular Connections**

• ELA:
  • Reading
  • Writing
  • Speaking and listening
  • Researching
• Social Studies: US History time periods
<table>
<thead>
<tr>
<th>Strand</th>
<th>Elements of Geographical Study and Analysis Speaking and Listening</th>
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<tbody>
<tr>
<td>Big Idea</td>
<td>Knowledge of Major Elements of Geographical Study and Analysis (Such As Location, Place, Movement and Regions) and Their Relationship to Changes in Society and the Environment Comprehension and Collaboration</td>
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<tr>
<th>Standards</th>
<th>Learning Targets</th>
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</thead>
<tbody>
<tr>
<td>H. Describe the types of furniture choices available to today’s buyer</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>• Identify materials used to make furniture</td>
</tr>
<tr>
<td></td>
<td>• Evaluate characteristics of quality furniture</td>
</tr>
</tbody>
</table>

**Alignments:**
CCSS: 11-12.SL.1a; 11-12.RH.9
Performance: 1.2, 1.6, 1.8
Knowledge: (CA) 4,6 (FA) 3,5 (SS) 2,5
SSCLE: EGSA.5.D,F (US History)
NSFACS: 11.5.1-11.5.4
NETS: 2a
DOK: 2

**Instructional Strategies**
- Teacher created: Furniture Materials PowerPoint
  - Student note taking
  - Class discussion
- Students will complete the district resource Furniture Materials packet activities
- Teacher led discussion on how to:
  - identify common hardwoods used in furniture
  - evaluate furniture
- Cooperative learning groups will complete “How to Identify Wood Joints”
**Assessments/Evaluations**

- Teacher created Furniture Design & Selection test
- District resource Furniture Materials packet checklist

Mastery: 80%

**Sample Assessment Questions**

- Describe three hardwoods used to make furniture

**Instructional Resources/Tools**

- *Homes Today* textbook
- “Furniture Materials” PowerPoint notes
- “Common Wood Joints” resource sheet
- Hardwood samples

**Literacy Connections**

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively
  a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas
- Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources

**Cross Curricular Connections**

- ELA:
  - Reading
  - Speaking and listening
- Social Studies: US History time periods
# Interior Design and Decorating

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<tr>
<th>Strand</th>
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<tbody>
<tr>
<td></td>
<td>Speaking and Listening</td>
</tr>
<tr>
<td></td>
<td>Impact of Science, Technology and Human Activity</td>
</tr>
</tbody>
</table>

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<tr>
<th>Big Idea</th>
<th>Select and Apply Two-Dimensional Media, Techniques, and Processes to Communicate Ideas and Solve Challenging Visual Art Problems</th>
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<tbody>
<tr>
<td></td>
<td>Comprehension and Collaboration</td>
</tr>
<tr>
<td></td>
<td>Presentation of Knowledge and Ideas</td>
</tr>
<tr>
<td></td>
<td>Science and Technology Affect, and Are Affected by Society</td>
</tr>
</tbody>
</table>

## Standards

I. Explain the functions of lighting and discuss the guidelines for choosing appropriate lighting fixtures

## Learning Targets

1. Describe the five types of artificial lighting
2. Assess the three general purposes of lighting in a home
3. Identify structural and non-structural lighting fixtures

## Alignments:

- **CCSS:** 11-12.SL.1; 11-12.SL.4; 11-12.RST.9
- **Performance:** 1.8, 2.5, 3.5
- **Knowledge:** (CA) 4,6 (FA) 1,3,4 (SC) 8
- **SCCLE:** SC8.3.B (Physical Science)
- **VAGLE:** PP.1.D (HS Level 3)
- **NSFACS:** 11.2.1, 11.4.4, 11.7.2, 11.7.3
- **NETS:** 2a
- **DOK:** 3
**Instructional Strategies**

- Teacher created: **Lighting PowerPoint**
- Student note taking
- Class discussion
- Students will complete the:
  - district resource Lighting packet activities
  - video provided “Interior Lighting” worksheet
- Teacher led discussion on incandescent light bulbs vs. fluorescent or LED bulbs
- Cooperative learning groups “Structural Lighting” poster and presentation

**Assessments/Evaluations**

- Teacher created Lighting, Accessories & Wall Decorations test
- District resource Lighting packet – assessed using a checklist
  Mastery: 80%

**Sample Assessment Questions**

- Why does cove lighting give extra height to a room?

**Instructional Resources/Tools**

- *Homes Today* textbook
- Lighting PowerPoint notes
- “Interior Lighting” DVD

**Literacy Connections**

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively
- Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks
- Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible
### Cross Curricular Connections

- ELA:
  - Speaking and listening
  - Synthesizing information
- Art: Visual products
- Science: Impact of science on the environment
## Strand | Product/Performance
--- | ---
**Big Idea** | Select and Apply Two-Dimensional Media, Techniques, and Processes to Communicate Ideas and Solve Challenging Visual Art Problems

### Standards

J. Investigate ways to choose and place wall decorations and accessories that will enhance a design

### Learning Targets

1. List common accessories found in homes
2. Describe five factors to consider when arranging wall decorations

### Alignments:
- CCSS: 11-12.RH.1; 11-12.RH.9
- Performance: 1.8, 2.5, 3.5
- Knowledge: (CA) 4,6 (FA) 1,3,4
- VAGLE: PP.D.1 (HS Level 3)
- NSFACS: 11.2.1, 11.4.4, 11.7.2, 11.7.3
- NETS: 2a
- DOK: 3

### Instructional Strategies

- Students will complete the teacher created Wall Decorations project
- Teacher created: Accessories & Wall Decorations PowerPoint
  - Student note taking
  - Class discussion

### Assessments/Evaluations

- Teacher created:
  - Lighting, Accessories & Wall Decorations test
  - Wall Decorations activity – assessed using a scoring guide

Mastery: 80%
**Sample Assessment Questions**

- Describe three principles of creating an attractive wall arrangement

**Instructional Resources/Tools**

- *Homes Today* textbook
- Accessories & Wall Decorations PowerPoint notes

**Literacy Connections**

- Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole
- Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources

**Cross Curricular Connections**

- ELA:
  - Reading
  - Synthesizing information
- Art: Visual products
### Interior Design and Decorating

<table>
<thead>
<tr>
<th>Strand</th>
<th>Product/Performance Speaking and Listening</th>
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</thead>
<tbody>
<tr>
<td><strong>Big Idea</strong></td>
<td>Select and Apply Two-Dimensional Media, Techniques, and Processes to Communicate Ideas and Solve Challenging Visual Art Problems Comprehension and Collaboration</td>
</tr>
</tbody>
</table>

#### Standards

K. Demonstrate the ability to read a floor plan drawn to scale

#### Learning Targets

1. 
   - Identify the most common scale used by interior designers
   - Describe common floor plan symbols

#### Alignments:

- CCSS: 11-12.SL.1a; 11-12.RST.1; 11-12.RST.4; N-Q.1
- Performance: 1.5, 1.8, 2.5
- Knowledge: (CA) 4,6 (FA) 1,3 (SS) 7
- VAGLE: PP.1.A (HS Level 2)
- NSFACS: 11.4.1-11.4.4
- NETS: 3b
- DOK: 2

#### Instructional Strategies

- Teacher demonstration on how to read a floor plan
- Cooperative learning groups will read and explain sample floor plans
- Teacher created: Floor Plans PowerPoint
  - Student note taking
  - Class discussion

#### Assessments/Evaluations

- Teacher observation
  
  Mastery: 80%
### Sample Assessment Questions

- **T or F** The most common scale used by Interior Designers is \(\frac{1}{4}\) inch = 1 foot

### Instructional Resources/Tools

- *Homes Today* textbook
- Floor Plan PowerPoint notes
- “Interior Design Basics” DVD
- Sample floor plans

### Literacy Connections

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively
  a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas
- Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account
- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics

### Cross Curricular Connections

- **ELA:**
  - Reading
  - Speaking and listening
- **Art:** Visual products
- **Math:** Geometric and spatial sense involving measurement
### Strand | Tools of Social Science Inquiry
---|---
**Big Idea** | Knowledge of the Use of Tools of Social Science Inquiry (Such As Surveys, Statistics, Maps and Documents)

#### Standards

L. Relate design of the floor plan to traffic lanes, space requirements for furniture, movement and storage

#### Learning Targets

1. • Describe the difference between a major and minor traffic pathway
   • Identify the guidelines for furniture arrangement

#### Alignments:
CCSS: 11-12.RST.3; 11-12.RST.9; N-Q.1
Performance: 1.5, 1.8, 2.5, 3.2
Knowledge: (CA) 4,6 (FA) 1,3 (MA) 1,2 (SS) 7
SSCLE: TSSI.7.F (US History)
NSFACS: 11.4.1-11.4.4
NETS: 2a
DOK: 2

#### Instructional Strategies

- Students will describe how to draw a floor plan to scale and how to arrange templates after viewing the “Interior Design Basics” DVD
- Students will complete the teacher created Furniture Arrangement activity
- Teacher created: Floor Plans PowerPoint
  • Student note taking
  • Class discussion

#### Assessments/Evaluations

- Furniture Arrangement activity – assessed using a teacher created scoring guide

Mastery: 80%
### Sample Assessment Questions
- Describe four guidelines for furniture arrangement

### Instructional Resources/Tools
- *Homes Today* textbook
- Floor Plan PowerPoint notes
- “Interior Design Basics” DVD

### Literacy Connections
- Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text
- Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible

### Cross Curricular Connections
- **ELA:**
  - Reading
  - Synthesizing information
- **Math:** Geometric and spatial sense involving measurement
- **Social Studies:** Tools of social science (graphs)
### Interior Design and Decorating

| **Strand** | **Artistic Perceptions**  
| **Tools of Social Science Inquiry** |
| --- | --- |
| **Big Idea** | **Analyze and Evaluate Art Using Art Vocabulary**  
| **Science Understanding Is Developed through the Use of Science Process Skills, Scientific Knowledge, Scientific Investigation, Reasoning, and Critical Thinking** |

### Standards

M. Describe the steps in the design process

### Learning Targets

1. • Identify the ten steps in the design process  
   • Demonstrate how to read and use a tape measure  
   • Calculate square footage and cost of materials

### Alignments:

- **CCSS**: 11-12.RST.3; 11-12.RST.4  
- **Performance**: 1.5, 1.6, 2.5  
- **Knowledge**: (FA) 1-3 (MA) 1,2 (SS) 7  
- **SCCLE**: TSSI.7.B  
- **VAGLE**: AP.2.A (HS Level 2)  
- **NSFACS**: 11.4.1-11.4.4  
- **NETS**: 4c  
- **DOK**: 2

### Instructional Strategies

- Students will complete the teacher created:  
  • Design Process foldable  
  • How to Calculate Square Footage activity  
- Teacher led discussion/demonstration on how to read a tape measure  
- Cooperative learning groups will practice measuring the classroom with a tape measure
### Assessments/Evaluations

- **Teacher:**
  - created:
    - Design Process Foldable
    - How to Calculate Square Footage Activity
      - assessed using a scoring guide
  - observation

**Mastery:** 80%

### Sample Assessment Questions

- What is the last step in the design process?

### Instructional Resources/Tools

- *Homes Today* textbook
- Design Process PowerPoint notes
- “Interior Design Basics” DVD
- Tape measures

### Literacy Connections

- Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text
- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics

### Cross Curricular Connections

- ELA: Reading
- Math: Geometric and spatial sense involving measurement
- Social Studies: Tools of social science
<table>
<thead>
<tr>
<th>Strand</th>
<th>Product/Performance Speaking and Listening</th>
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<tr>
<td>Big Idea</td>
<td>Select and Apply Two-Dimensional Media, Techniques, and Processes to Communicate Ideas and Solve Challenging Visual Art Problems Comprehension and Collaboration</td>
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**Standards**

N. Construct plans for decorating and furnishing an apartment or house using the elements and principles of design

**Learning Targets**

1. 
   - Draw a floor plan of a six-room apartment or house to scale
   - Choose floor coverings, wall coverings, window treatments, and textiles for each of the six rooms
   - Organize space using the elements and principles of design according to activities, space requirements and traffic
   - Develop a plan for selecting furniture, lighting, accessories, and wall decorations according to use, style, placement and needs

**Alignments:**

CCSS: 11-12.SL.2; 11-12.RST.3; 11-12.RST.9
Performance: 1.8, 2.5, 3.5
Knowledge: (FA) 1-4 (MA) 1,2
VAGLE: PP.D.1 (HS Level 3)
NSFACS: 11.2.1, 11.4.4, 11.7.2, 11.7.3
NETS: 3a-c
DOK: 3
## Instructional Strategies

- Teacher created Comprehensive Design project – Students will:
  - draw a six-room apartment to scale
  - select and arrange furniture
  - choose:
    - floor coverings
    - wall coverings
    - window treatments
    - textiles
    - lighting
    - accessories
    - wall decorations
    for each of the rooms

## Assessments/Evaluations

- Comprehensive Design Project – assessed using a teacher created scoring guide

  Mastery: 80%

## Sample Assessment Questions

- How does your house or apartment illustrate the elements of design?

## Instructional Resources/Tools

- *Homes Today* textbook
- www.smallblueprinter.com
- Computers
- Interior design samples
- Internet
**Interior Design and Decorating**

### Literacy Connections

- Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data
- Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text
- Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible

### Cross Curricular Connections

- **ELA:**
  - Speaking and listening
  - Reading
  - Synthesizing information
- **Math:** Geometric and spatial sense involving measurement
- **Art:** Visual products
## Strand: Elements of Geographical Study and Analysis

### Big Idea
Knowledge of Major Elements of Geographical Study and Analysis (Such As Location, Place, Movement and Regions) and Their Relationship to Changes in Society and the Environment

#### Standards

O. Identify and describe the origin, duration, and characteristics of architectural styles and features from the Colonial Period through the Modern Period

#### Learning Targets

1. Identify and describe the characteristics and features of housing styles from the Native American, Early American, Federal, Romantic Revival, Victorian, and Modern Period

### Alignments:

- CCSS: 11-12.RST.9
- Performance: 1.6, 1.8, 1.9
- Knowledge: (CA) 4,6 (SS) 2,5,6
- SSCLE: EGSA.5.D,F (US History)
- NSFACS: 11.5.1-11.5.4
- NETS: 2a,d; 3b
- DOK: 2

### Instructional Strategies

- Teacher created: Housing Styles PowerPoint
  - Student note taking
  - Class discussion
- Students will:
  - complete the:
    - district resource Housing Styles packet activities
    - teacher created Housing Styles project
    - “Architectural Housing Styles” video provided Housing Identification worksheet
  - describe how closet and floor plan square footage have changed over time after viewing the “What is a Home” video
  - Teacher led discussion on how to identify housing styles through viewing “Housing Styles” computer software
### Assessments/Evaluations

- Teacher created Housing Styles
  - quiz
  - project – assessed using a scoring guide
- District resource Housing Styles packet – assessed using a checklist

Mastery: 80%

### Sample Assessment Questions

- T or F  The Governor’s Mansion is an example of the Mansard Housing Style

### Instructional Resources/Tools

- *Homes Today* textbook
- *Housing Styles* PowerPoint notes
- DVDs:
  - “What Is a Home”
  - “Architectural Housing Styles”
- Computer Software: “Housing Styles”
- Real estate books

### Literacy Connections

- Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible

### Cross Curricular Connections

- ELA: Synthesizing information
- Social Studies:
  - Relationship of the individual and groups to individual/cultural traditions
  - Relationships to changes in society/environment
  - Changes in the US
**Strand** | Interior Design and Decorating  
---|---  
**Interdisciplinary Connections** |  
---|---  
**Speaking and Listening** |  
---|---  
**Big Idea** | Explain the Connections between Visual Art and Communication Arts, Math, Science or Social Studies  
---|---  
**Comprehension and Collaboration** |  
---|---  
**Standards** |  
---|---  
P. Identify and describe career opportunities in the Housing & Interior Design field  
---|---  
**Learning Targets** |  
---|---  
1. |  
---|---  
• Describe the education, training, and salary needed for specific jobs in the Housing & Interior Design field  
---|---  
• Identify if there are job openings in the Housing & Interior Design field  
---|---  
**Alignments:**  
CCSS: 11-12.SL.1a; 11-12.RH.1; 11-12.RH.7; 11-12.RH.9; 11-12.WHST.7  
Performance: 1.2, 1.10, 4.8  
Knowledge: (CA) 3-6 (FA) 2 (SS) 4,6,7  
VAGLE: IC.2.A (HS Level I)  
NSFACS: 11.1.1-11.1.3  
NETS: 2a,d; 4b  
DOK: 1  
---|---  
**Instructional Strategies** |  
---|---  
• Brainstorm possible inquiry topics related to the housing industry  
---|---  
• Shared reading of example PowerPoints to analyze effectiveness  
---|---  
• Cooperative learning groups (pairs) will complete the teacher created Housing Career PowerPoint  
---|---  
• Student presentation of Housing Career  
---|---  
**Assessments/Evaluations** |  
---|---  
• Teacher created Housing Career PowerPoint – assessed using a scoring guide  
---|---  
Mastery: 80%
### Sample Assessment Questions

- Describe a career opportunity in the housing field

### Instructional Resources/Tools

- *Homes Today* textbook
- Computers
- [www.bls.gov](http://www.bls.gov)
- Microsoft PowerPoint

### Literacy Connections

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively:
  a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas
- Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole
- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem
- Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources
- Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
### Cross Curricular Connections

- **ELA:**
  - Speaking and listening
  - Reading
- **Social Studies:**
  - Economics
  - Relationships of the individual and groups to traditions
- **Art:** Interdisciplinary connections