

Family and Consumer Sciences
Grades 9-12

Interior Design



The University of the State of New York
The State Education Department
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Acknowledgements

Many Family and Consumer Sciences educators from across New York State contributed to the development of the original Interior Design curriculum guide. Since then, many efforts have been made to maintain the integrity of the curriculum guide while updating the accompanying learning experiences. This revision brings Interior Design into alignment with all educational requirements and recommendations at the state and national levels. A special thank you goes to the writing team for their vision in updating this document, as we acknowledge the time, talents, and expertise of all who contributed to the development of this course.

Curriculum Writing Team 2010

Melissa Buyce	Burnt Hills-Ballston Lake Central School District, Burnt Hills
Ann Coleman	Niskayuna Central School District, Niskayuna (retired)
Penny Corlew	Cohoes City School District, Cohoes
Kimberly DeHart	Albany City School District, Albany
Deborah Hall	Cobleskill-Richmondville Central School District, Cobleskill
Karen Koeppel	West Seneca Central School District, West Seneca
Danielle Manning	Burnt Hills-Ballston Lake Central School District, Burnt Hills
Barbara Mikler-Crandon	Newark Central School District, Newark
Catherine Moots	Falconer Central School District, Falconer
Marta Roberts-Pekar	Burnt Hills-Ballston Lake Central School District, Burnt Hills
Eleanor Sicluna	Albany City School District, Albany
Sally Taibe	Warrensburg Central School District, Warrensburg
Dawn B. Scagnelli	New York State Education Department, Albany

Foreword

This publication provides guidance to those responsible for planning, implementing, and assessing the commencement level Family and Consumer Sciences course, Interior Design. Family and Consumer Sciences courses are designed to help students become competent, confident, and caring in managing their work, family and community lives. The commencement level core courses provide seamless articulation between the middle level Home and Career Skills course and the more specialized focus of the cluster courses. All Family and Consumer Sciences Core courses allow students to apply the process skills of communication, leadership, management, and thinking, delivered in the Home and Career Skills course, in an experiential setting. Commencement level Family and Consumer Sciences courses offer minimal duplication among courses and integration of content in an applied context.

Family and Consumer Sciences Core Courses:

- Clothing and Textiles
- Housing and Environment
- Food and Nutrition
- Lifespan Studies

Textile and Design cluster courses:

- The Fashion Industry
- Clothing Production
- Interior Design
- Home Furnishings

Each Family and Consumer Sciences course promotes student attainment of the commencement level New York State Learning Standards in Family and Consumer Sciences and New York State Learning Standards in Career Development and Occupational Studies. Performance objectives and supporting competencies are based on the National Learning Standards in Family and Consumer Sciences. Family and Consumer Sciences education is one of the disciplines covered by the Career and Technical Education (CTE) umbrella. As such, Commissioner's Regulations and NYSED policies developed for CTE programs and students apply to Family and Consumer Sciences.

Message to the Teacher

The interior designer's purpose is to create a functional and aesthetically pleasing space to meet individual client needs. Interior designs should reflect current trends, including the impact of societal and technological change. Interior design students will follow a design from concept development through project proposal to design representation. Students will develop design plans that illustrate creative use of the elements and principles of design and that showcase effective application of architectural elements and systems. Students will prepare a professional presentation to justify their design solutions relative to client needs. Students will be exposed to the many possible career opportunities in both residential and commercial interior design.

This course invites students to apply the process skills of communication, leadership, management, and thinking. The integration of these process skills into each of the content topics is a fundamental component of the course, Interior Design. The content topics in this course are aligned with the commencement level New York State Learning Standards for Family and Consumer Sciences, Career Development and Occupational Studies, and The Arts-Visual Arts. In addition, they are aligned with the National Learning Standards for Family and Consumer Sciences.

This document serves as curricular guidance for Interior Design courses delivered statewide. This course was designed as a 20-week course, though schools may wish to extend the time to 40 weeks. If Interior Design is offered without initial completion of the Housing and Environment Core course, the breadth of content topics included may be addressed best in a 40-week time frame. No matter how many courses a school offers in the Textiles and Design cluster, it is strongly recommended that students have the opportunity to work frequently in a laboratory setting. Learning experiences must be hands-on, engaging, and involve application of information and skills to real-life situations. The Interior Design course lends itself to the creation of an employment portfolio students may use to apply for internships and work-based learning opportunities in fashion careers.

Students live in a rapidly changing and increasingly complex world. Our students are future family, community and career leaders, and citizens. As citizens of tomorrow, they need to be able to synthesize information, utilize prior knowledge, work cooperatively, and apply critical thinking skills as they progress along their divergent paths. As Family and Consumer Sciences teachers our charge is to empower students by engaging them in experiential activities that will guide them into the future.

Curriculum Overview — Interior Design

1. What is the prerequisite?

The Clothing and Textiles Core and the Housing and Environment Core courses are suggested prerequisites for all other courses in the Textiles and Design cluster, such as Interior Design. The Interior Design course was designed as a 20-week course, though schools may wish to extend the time to 40 weeks. If Interior Design is offered without initial completion of the Housing and Environment Core course, the breadth of content topics included may be addressed best in a 40-week time frame.

2. Who can teach Interior Design?

All Family and Consumer Sciences courses must be taught by a certified Family and Consumer Sciences teacher. Certified Family and Consumer Sciences educators may also teach the Career and Financial Management course required for Career and Technical Education majors.

3. How is Interior Design course organized?

Interior Design is divided into 6 content topics:

- Introduction to Interior Design (ID)
- The Design Process (DP)
- Design Elements and Principles (DEP)
- Interior Backgrounds and Furnishings (IBF)
- Architectural Elements and Systems (AES)
- Careers in Interior Design (C)

Each content topic is introduced with an Essential Question which will allow the students to focus on the process skills involved. This is followed by:

- The Standards Connections
- Key Ideas
- A Rationale
- Performance Objectives and Supporting Competencies

The process skills of communication, leadership, management, and thinking which have been studied in depth in Home and Career Skills are not to be taught separately but rather applied throughout the course using the focus of essential questions.

4. How does Interior Design curriculum relate to the Learning Standards?

This course is a vehicle through which the commencement level New York State Learning Standards for Family and Consumer Sciences (Personal Health and Fitness, A Safe and Healthy Environment, and Resource Management) can be attained. It also addresses the New York State Commencement Level Learning Standards for Career and Occupational Studies (Career Development, Integrated Learning, Universal Foundation Skills, and Career Majors). In addition, the Interior Design course is directly tied to the commencement level New York State Learning Standards in the Arts- Visual Arts.

Standards delivered in the academic disciplines of Math, Science, Technology, English Language Arts, Social Studies, and Languages Other Than English are supported by the Interior Design course as it provides real-world opportunities to apply the key ideas and skills taught in those disciplines.

Interior Design content topics align with the National Standards for Family and Consumer Sciences.

5. Why is it important for students to study Interior Design?

Housing is a basic human need. Changing global demographics have created housing issues that must be satisfied, for individuals and families across the lifespan, through innovative design solutions. In addition, housing is a personal and family expense. People who are informed about design and construction are more effective consumers.

The interior design industry contributes to the economy of New York State and is an area that provides many opportunities for entrepreneurship. This course will help students explore career opportunities in this field and help them develop skills needed for employment.

6. What instructional strategies best support student learning in Interior Design?

The purpose of instructional strategies is to deliver the New York State Learning Standards in Family and Consumer Sciences, Career Development and Occupational Studies, and the Arts. Teachers should select strategies and sample tasks that are aligned with the key ideas and performance indicators for each standard.

To be most effective, Interior Design should be taught using a hands-on, experiential approach in a laboratory setting. Guidelines for laboratory facilities and equipment can be accessed in the Family and Consumer Sciences Facilities Guide at <http://www.p12.nysed.gov/cte/facse/guide.html>

7. How can special needs students succeed in Interior Design?

Family and Consumer Science educators acknowledge the need to differentiate instruction, recognize multiple intelligences, and maximize the strengths of varied learning styles to accommodate all students. This can be accomplished through a variety of alternative instructional and assessment strategies. Information on adapting space and equipment for special needs students can be found in the Family and Consumer Sciences Facilities Guide at <http://www.p12.nysed.gov/cte/facse/guide.html> .

8. How can student achievement of the New York State Family and Consumer Sciences Learning Standards through Interior Design be assessed?

Students should be assessed on a regular basis. All students can demonstrate the acquisition of skills learned and apply those to real-world situations through the use of:

- Authentic assessments
- Laboratories
- Tests and quizzes
- Projects
- Math computations
- Public speaking
- Written reflections
- Portfolios

9. How does Family and Consumer Sciences support positive youth development through Family, Career and Community Leaders of America (FCCLA)?

Involvement in career and technical student organizations (CTSO), such as FCCLA, is essential for successful secondary education programs. Positive youth development encompasses the following elements:

- Promoting positive relationships with peers and adults;
- Emphasizing individual strengths;
- Strengthening personal character and confidence;
- Empowering youths to assume leadership roles in families, schools, careers and community; and
- Developing and implementing service learning projects.

Family, Career and Community Leaders of America (FCCLA) is an integral part of Family and Consumer Sciences education and an essential element in a complete Family and Consumer Sciences program. FCCLA is chartered by New York State, and is an ideal vehicle for realizing positive youth development. FCCLA is the only student organization of its kind focusing on family issues. FCCLA in secondary education Family and Consumer Sciences programs can be organized as a co-curricular and/or extra-curricular activity. The wide range of diverse activities, projects, programs, leadership opportunities and service learning experienced through FCCLA complement and augment the content topics of the Family and Consumer Sciences curricula.

Course: Interior Design

Content Topics:

A. Introduction to Interior Design (ID)

1. Goals of Interior Design
2. Societal Impacts on Interior Design

B. The Design Process (DP)

1. Components of the Design Process
2. Solving Design Problems

C. Design Elements and Principles (DEP)

1. Applying Design Elements and Principles
2. Importance of Color

D. Interior Backgrounds and Furnishings (IBF)

1. Global Architectural Designs
2. Furnishings, Fixtures, and Appliances
3. Natural and Man-Made Materials
4. Textiles in Interior Design

E. Architectural Elements and Systems (AES)

1. Governmental and Community Restrictions on Design
2. Documents and Space Planning
3. Architectural Elements
4. Architectural Systems

F. Careers in Interior Design (C)

1. Career Paths
2. Career Suitability

Appendices

Appendix A - Best Practices Rubric and Template

Appendix B - Compilation of Performance Objectives and Supporting Competencies

Appendix C - Home and Career Skills Process Skills

A. Introduction to Interior Design (ID) *How can I design a space to meet the individual needs of a client while considering the impact on the global environment?*

Standards Connections

Introduction to Interior Design supports the NYS Family and Consumer Sciences Learning Standards 2 – A Safe and Healthy Environment and 3 – Resource Management; and NYS Career Development and Occupational Studies Standards 1 – Career Development and 3a – Universal Foundation Skills

Rationale

The purpose of this content topic is to encourage students to relate interior design concepts to individual client needs with sensitivity to cultural differences. Students will investigate the costs of reaching interior design goals through sustainable design solutions. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the Introduction to Interior Design.

Key Ideas

NYS FACS 2 - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy and money, to make effective decisions in order to balance their obligations to work, family and self. They will know and access community resources.

NYS CDOS 1 - Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals

NYS CDOS 3a3 - Personal Qualities
NYS CDOS 3a4 - Interpersonal Skills
NYS CDOS 3a7 - Managing Resources
NYS CDOS 3a8 - Systems

Performance Objectives and Supporting Competencies for Introduction to Interior Design

Introduction to Interior Design Performance Objective 1

ID.1 Identify the goals of interior design

- ID.1.1. Assess human needs as they relate to interior design
- ID.1.2. Develop an awareness of the aesthetics of interior environments
- ID.1.3. Understand the relationship between financial resources and interior design goals
- ID.1.4. Describe the importance of sustainable design solutions
- ID.1.5. Evaluate living space needs and apply space management guidelines to interior designs

Introduction to Interior Design Performance Objective 2

ID.2 Examine the impact of social influences on interior design

- ID.2.1. Predict design solutions relative to cultural diversity
- ID.2.2. Discuss the effect of different lifestyles in interior design planning

B. The Design Process (DP) *How do I proceed through the interior design process?*

Standards Connections

The Design Process supports the NYS Family and Consumer Sciences Learning Standard 3 – Resource Management; and NYS Career Development and Occupational Studies Standard 3a – Universal Foundation Skills

Rationale

The purpose of this content topic is to introduce students to the interior design process. Students will create a design plan following the steps of the design process and addressing the vision of the client. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the study of The Design Process.

Key Ideas

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy and money, to make effective decisions in order to balance their obligations to work, family and self. They will know and access community resources.

NYS CDOS 3a2 - Thinking Skills
NYS CDOS 3a7 - Managing Resources

Performance Objectives and Supporting Competencies for The Design Process

The Design Process Objective 1

DP.1 Identify the components of the design process

- DP.1.1. Identify the steps of the design process including but not limited to space evaluation, clients needs and preferences, financial and time limitations, material resources, and facilitation of the design
- DP.1.2. Apply steps of the design process to design problems

The Design Process Objective 2

DP.2 Demonstrate design processes through design plans that solve design problems

- DP.2.1 Represent design solutions to clients through concept development, schematic design, design drawing, and design presentation development
- DP.2.2. Critique and justify design plans to address clients' needs, goals, and resources
- DP.2.3. Adjust design plans based on client input

C. Design Elements and Principles (DEP) *How can I use the elements and principles to create aesthetically pleasing interior design?*

Standards Connections

Applying Design Elements and Principles supports the NYS Family and Consumer Sciences Learning Standard 2 – A Safe and Healthy Environment and 3 – Resource Management; NYS Career Development and Occupational Studies Standard 3a – Universal Foundation Skills; and NYS Visual Arts Standard 1 – Creating, Performing and Participating in the Arts

Rationale

The purpose of this content topic is to review the elements and principles of design and their application to interior design. Emphasis will be given to the color element because of its pronounced impact on the finished design. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the study of Design Elements and Principles.

Key Ideas

NYS FACS 2 - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy and money, to make effective decisions in order to balance their obligations to work, family and self. They will know and access community resources.

NYS CDOS 3a2 - Thinking Skills
NYS CDOS 3a5 - Technology
NYS CDOS 3a7 - Managing Resources

NYS ARTS 1c - Students demonstrate an increasing level of competence in using the elements and principles of art to create artworks for public exhibition.

NYS ARTS 1d - Students reflect on their developing work to determine the effectiveness of selected mediums and techniques for conveying meaning and adjust their decisions accordingly.

Performance Objectives and Supporting Competencies for Design Elements and Principles

Design Elements and Principles Performance Objective 1

DEP.1 Evaluate the use of design elements and principles in interior design

- DEP.1.1. Review the design elements and principles
- DEP.1.2. Evaluate the use of design elements and principles
- DEP.1.3. Analyze the psychological impact of the design elements and principles
- DEP.1.4. Analyze the effects that the design elements and principles have on aesthetics and function

DEP.1.5 Critique the use of design elements and principles as applied to interior design settings

Design Elements and Principles Performance Objective 2

DEP.2 Identify interactions between color and the design elements and principles in interior design

DEP.2.1. Identify characteristics of color

DEP.2.2. Apply knowledge of color to create color schemes

DEP.2.3. Research the psychological and physiological effects of color

DEP.2.4. Research color marketing forecast with respect to future technologies, merchandise, and social interest

D. Interior Backgrounds and Furnishings (IBF) *How do I evaluate and select interior backgrounds and furnishings to complement my design plan?*

Standards Connections

Interior Backgrounds and Furnishings supports the NYS Family and Consumer Sciences Learning 3 – Resource Management; and NYS Career Development and Occupational Studies 3a – Universal Foundation Skills

Rationale

The purpose of this content topic is to allow students to compare and contrast various furnishings, fixtures, and appliances available for interiors. Students will evaluate features of materials available for interior backgrounds to complete design plans. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the study of Interior Backgrounds and Furnishings.

Key Ideas

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy and money, to make effective decisions in order to balance their obligations to work, family and self. They will know and access community resources.

NYS CDOS 3a2 - Thinking Skills
NYS CDOS 3a5 - Technology
NYS CDOS 3a7 - Managing Resources

Performance Objectives and Supporting Competencies for Interior Backgrounds and Furnishings

Interior Backgrounds and Furnishings Performance Objective 1

IBF .1 Identify global architectural designs

- IBF.1.1. Identify global architectural structures and their impact on interior design
- IBF.1.2. Compare and contrast global architectural details to current housing and interior design trends
- IBF.1.2. Connect architectural structures to background, furnishings, and design elements in a design plan

Interior Backgrounds and Furnishings Performance Objective 2

IBF.2 Survey and select furnishings, fixtures, and appliances to meet specific design needs

- IBF.2.1. Appraise various interior furnishings and appliances available to provide quality choices for clients
- IBF.2.2. Analyze product information for furniture, kitchen and bath fixtures, and appliances
- IBF.2.3. Evaluate manufacturers, products, construction, and materials considering environmental protection, quality, care and maintenance, energy efficiency, safety, and consumer protection
- IBF.2.4. Select appropriate furnishings, fixtures, and appliances for a design project

Interior Backgrounds and Furnishings Performance Objective 3

IBF.3 Examine manufactured and natural materials used in interior design

- IBF.3.1. Identify characteristics of metal, glass, ceramics, plastics, and other manufactured materials used in interior design
- IBF.3.2. Identify characteristics of masonry, concrete, wood, and other natural materials used in interior design
- IBF.3.3. Identify characteristics of sustainable materials used in interior design
- IBF.3.4. Select appropriate materials for use in a design project

Interior Backgrounds and Furnishings Performance Objective 4

IBF.4 Examine textiles used in interior design

- IBF.4.1. Identify natural and man-made fibers used in fabric construction
- IBF.4.2. Identify types and appropriate uses of fabric construction
- IBF.4.3. Evaluate methods of coloring, dyeing, printing, and finishing fabrics
- IBF.4.4. Summarize textile legislation, standards, and labeling in the global economy
- IBF.4.5. Analyze effects of textile characteristics on design, construction, care, use, and maintenance of products
- IBF.4.6. Select appropriate textiles for a design project

E. Architectural Elements and Systems (AES) *How do architectural elements and systems influence interior design?*

Standards Connections

Architectural Influences on Interior Design supports the NYS Family and Consumer Sciences Learning Standard 3 – Resource Management; and NYS Career Development and Occupational Studies Standards 2 – Integrated Learning and 3a – Universal Foundation Skills

Rationale

The purpose of this content topic is for students to analyze and select various architectural elements and systems within the framework of government and community regulations that restrict interior designs. Students will incorporate functional and aesthetic architectural elements and systems into a design concept. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the study of Architectural Elements and Systems.

Key Ideas

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy and money, to make effective decisions in order to balance their obligations to work, family and self. They will know and access community resources.

NYS CDOS 2 - Students will use essential academic concepts, facts, and procedures in applications related to life skills and the world of work.

NYS CDOS 3a2 - Thinking Skills
NYS CDOS 3a5 - Technology
NYS CDOS 3a6 - Managing Information
NYS CDOS 3a7 - Managing Resources
NYS CDOS 3a8 - Systems

Performance Objectives and Supporting Competencies for Architectural Elements and Systems

Architectural Elements and Systems Performance Objective 1

AES.1 Investigate governmental and community restrictions on interior design development

- AES.1.1. Examine legislation, regulations, and public policy that effect interior design at the local, state, national, and global levels
- AES.1.2. Describe applicable building codes, universal design guidelines, and regulations in architectural designs
- AES.1.3. Research community zoning regulations and other restrictions including but not limited to natural restraints, legal restraints, and zones within the site

Architectural Elements and Systems Performance Objective 2

AES.2 Demonstrate construction document reading and space planning skills required for interior design

- AES.2.1. Interpret architectural symbols
- AES.2.2. Interpret blueprints and elevation drawings including legends and keys
- AES.2.3. Evaluate floor plans for traffic movement
- AES.2.4. Identify site zones within the floor plan arrangement
- AES.2.5. Demonstrate appropriate space planning in room arrangement
- AES.2.6. Draft an interior space to scale using architecture symbols
- AES.2.7. Arrange furniture with reference to design principles, traffic pattern, activities, and existing architectural features

Architectural Elements and Systems Performance Objective 3

AES.3 Select functionally and aesthetically pleasing architectural elements for interior designs

- AES.3.1 Compare the appearance, texture, maintenance of various floor materials and coverings
- AES.3.2. Compare the appearance, texture, and maintenance of various wall materials and coverings
- AES.3.3. Compare the appearance, texture, and maintenance of various ceiling options
- AES.3.4. Compare the appearance, maintenance, and placement options for various doors and windows
- AES.3.5. Compare the appearance, maintenance, and placement options for various lighting sources
- AES.3.6. Apply sustainable design principles to the selection of floor, wall, ceiling, door, window, and lighting elements

Architectural Elements and Systems Performance Objective 4

AES.4 Choose efficient architectural systems to coordinate with aesthetics of an interior design

- AES.4.1. Describe the function of the components of an electrical system
- AES.4.2. Explain the function of the components of a plumbing system
- AES.4.3. Describe the operations of various heating, ventilation, and cooling systems (HVAC)
- AES.4.4. Investigate technological system options for home communication, entertainment, and security
- AES.4.5. Evaluate floor plans for the efficiency of electrical, plumbing, heating, ventilation, and cooling (HVAC), and technological systems
- AES.4.6. Select functional architectural systems to coordinate with the aesthetics of an interior design
- AES.4.7. Apply sustainable design principles to the selection of architectural systems

F. Careers in Interior Design (C) *What opportunities are available in the interior design industry?*

Standards Connections

Careers in Interior Design supports the NYS Family and Consumer Sciences Learning Standard 3 – Resource Management; and NYS Career Development and Occupational Studies Standards 1 – Career Development and 3a – Universal Foundation Skills

Rationale

The purpose of this content topic is to investigate careers in the interior design field. Students will research careers and describe the skills and education necessary to become successful in this field. Students will also examine and evaluate personal career potential and interest in interior design. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the study of Careers in Interior Design.

Key Ideas

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy and money, to make effective decisions in order to balance their obligations to work, family and self. They will know and access community resources.

NYS CDOS 1 - Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals

NYS CDOS 3a3 - Personal Qualities
NYS CDOS 3a4 - Interpersonal Skills
NYS CDOS 3a6 - Managing Information
NYS CDOS 3a7 - Managing Resources
NYS CDOS 3a8 - Systems

Performance Objectives and Supporting Competencies for Careers in Interior Design

Careers in Interior Design Performance Objective 1

C.1 Analyze career path with the housing, interior design, and furnishings industries

- C.1.1. Explain the roles and functions of interior design professionals
- C.1.2. Analyze career pathways and opportunities for employment and entrepreneurial endeavors
- C.1.3. Summarize education, training, and credentialing requirements and opportunities for career pathways in interior design
- C.1.4. Analyze the impact of interior design occupations on local, state, national, and global economies

Careers in Interior Design Performance Objective 2

C.2 Assess personal suitability to career characteristics needed for success in the interior design field

- C.2.1 Create an employment portfolio for use with applying for internships and work-based learning opportunities in interior design careers
- C.2.2. Analyze the role of professional organizations in interior design professions

C.2.3. Analyze personal attitudes, traits, and values of interior design professionals with regard to responsibility, accountability, and effectiveness

Appendix A
FAMILY AND CONSUMER SCIENCES – HIGH SCHOOL COURSES
BEST PRACTICES RUBRIC

Indicators	1 Falls Below Expectations	2 Approaches Expectations	3 Meets Expectations	4 Exceeds Expectations
NYS FACS Learning Standards	Does not connect to NYS FACS Learning Standards.	Has limited evidence of connection to 1 NYS FACS Learning Standard.	Adequate evidence of connection to 1 or more NYS FACS Learning Standards.	Evidence of strong connections to 2 or more NYS FACS Learning Standards
NYS CDOS Learning Standards	Does not connect to NYS CDOS Learning Standards.	Has limited evidence of connection to 1 NYS CDOS Learning Standard.	Adequate evidence of connection to 1 or more NYS CDOS Learning Standard including Standard 3b.	Evidence of strong connections to 2 or more NYS CDOS Learning Standards including Standard 3b.
NYS Academic Learning Standards	Does not connect to NYS academic Learning Standards.	Has limited evidence of connection to 1 NYS academic Learning Standard.	Adequate evidence of connection to 1 or more NYS academic Learning Standard.	Evidence of strong connections to 2 or more NYS academic Learning Standards.
Course Content Topics	Does not relate to Content Topics.	Addresses 1 Content Topic.	Integrates 2 Content Topics.	Integrates 3 or more Content Topics.
Process Skills	Does not integrate Process Skills.	Integrates 1 Process Skill.	Integrates 2 Process Skills.	Integrates 3 or more Process Skills.
Strategy	Instruction is dependent primarily on textbooks, lecture, paper, and pencil. Teacher driven.	Hands-on experiential learning is limited. Minimal student involvement.	Includes 75 percent hands-on experiential learning. Adequate student involvement.	Includes more than 75 percent hands-on experiential learning. Active student engagement. Teacher as facilitator.
Implementation	Does not flow in a logical sequence. Necessary resources would make implementation difficult.	Follows a logical sequence. Most necessary resources may make implementation difficult.	Follows a logical sequence. Some necessary resources may make implementation difficult.	Follows a logical sequence. All necessary resources make implementation easy.
Assessment	Cannot be assessed. Or Assessment not included.	Assessment is vaguely related to objectives and competencies.	Assessment relates to objectives and competencies.	Assessment is directly related to objectives and competencies.

INTERIOR DESIGN BEST PRACTICES TEMPLATE

NYS LEARNING STANDARDS:

Family and Consumer Sciences

2 _____

3 _____

Career Development and Occupational Studies

1 _____

2 _____

3a _____

INTERIOR DESIGN

CONTENT TOPICS:

Introduction to Interior Design _____

The Design Process _____

Design Elements _____

Interior Backgrounds and Furnishings _____

Architectural Elements and Systems _____

Career Pathways _____

APPLIED PROCESS SKILLS:

Communication _____

Leadership _____

Management _____

Thinking _____

APPLIED ACADEMICS:

Circle Standard Number(s)

ELA 1 2 3 4

MST 1 2 3 4 5 6 7

Soc St 1 2 3 4 5

The Arts 1 2 3 4

LOTE 1 2

TITLE: _____

CONTENT TOPICS: (Complete all that apply)

Introduction to Interior Design (ID)

- Performance Objective – ID
 - Supporting Competency – ID

The Design Process (DP)

- Performance Objective – DP
 - Supporting Competency – DP

Design Elements and Principles (DE)

- Performance Objective – AD
 - Supporting Competency – AD

Interior Backgrounds and Furnishings (IBF)

- Performance Objective – IBF
 - Supporting Competency – IBF

Architectural Elements and Systems (AES)

- Performance Objective – AI
 - Supporting Competency – AI

Careers in Interior Design (C)

- Performance Objective – C
 - Supporting Competency – C

TITLE: _____

GOAL:

STRATEGY:

ASSESSMENT (Attach rubric):

Appendix B
INTERIOR DESIGN
PERFORMANCE OBJECTIVES AND SUPPORTING COMPETENCIES

Introduction to Interior Design

ID.1 Identify the goals of interior design

- ID.1.1. Assess human needs as they relate to interior design
- ID.1.2. Develop an awareness of the aesthetics of interior environments
- ID.1.3. Understand the relationship between financial resources and interior design goals
- ID.1.4. Describe the importance of sustainable design solutions
- ID.1.5. Evaluate living space needs and apply space management guidelines to interior designs

ID.2 Examine the impact of social influences on interior design

- ID.2.1. Predict design solutions relative to cultural diversity
- ID.2.2. Discuss the effect of different lifestyles in interior design planning

The Design Process

DP.1 Identify the components of the design process

- DP.1.1. Identify the steps of the design process including but not limited to space evaluation, clients needs and preferences, financial and time limitations, material resources, and facilitation of the design
- DP.1.2. Apply steps of the design process to design problems

DP.2 Demonstrate design processes through design plans that solve design problems

- DP.2.1. Represent design solutions to clients through concept development, schematic design, design drawing, and design presentation development
- DP.2.2. Critique and justify design plans to address clients' needs, goals, and resources
- DP.2.3. Adjust design plans based on client input

Design Elements and Principles

DEP.1 Evaluate the use of design elements and principles in interior design

- DEP.1.1. Review the design elements and principles
- DEP.1.2. Evaluate the use of design elements and principles
- DEP.1.3. Analyze the psychological impact of the design elements and principles
- DEP.1.4. Analyze the effects that the design elements and principles have on aesthetics and function
- DEP.1.5. Critique the use of design elements and principles as applied to interior design settings

DEP.2 Identify interactions between color and the design elements and principles in interior design

- DEP.2.1. Identify characteristics of color
- DEP.2.2. Apply knowledge of color to create color schemes
- DEP.2.3. Research the psychological and physiological effects of color
- DEP.2.4. Research color marketing forecast with respect to future technologies, merchandise, and social interest

Interior Backgrounds and Furnishings

IBF .1 Identify global architectural designs

- IBF.1.1. Identify global architectural structures and their impact on interior design
- IBF.1.2. Compare and contrast global architectural details to current housing and interior design trends
- IBF.1.2. Connect architectural structures to background, furnishings, and design elements in a design plan

IBF.2 Survey and select furnishings, fixtures, and appliances to meet specific design needs

- IBF.2.1. Appraise various interior furnishings and appliances available to provide quality choices for clients
- IBF.2.2. Analyze product information for furniture, kitchen and bath fixtures, and appliances
- IBF.2.3. Evaluate manufacturers, products, construction, and materials considering environmental protection, quality, care and maintenance, energy efficiency, safety, and consumer protection
- IBF.2.4. Select appropriate furnishings, fixtures, and appliances for a design project

IBF.3 Examine manufactured and natural materials used in interior design

- IBF.3.1. Identify characteristics of metal, glass, ceramics, plastics, and other manufactured materials used in interior design
- IBF.3.2. Identify characteristics of masonry, concrete, wood, and other natural materials used in interior design
- IBF.3.3. Identify characteristics of sustainable materials used in interior design
- IBF.3.4. Select appropriate materials for use in a design project

IBF.4 Examine textiles used in interior design

- IBF.4.1. Identify natural and man-made fibers used in fabric construction
- IBF.4.2. Identify types and appropriate uses of fabric construction
- IBF.4.3. Evaluate methods of coloring, dyeing, printing, and finishing fabrics
- IBF.4.4. Summarize textile legislation, standards, and labeling in the global economy
- IBF.4.5. Analyze effects of textile characteristics on design, construction, care, use, and maintenance of products
- IBF.4.6. Select appropriate textiles for a design project

Careers in Interior Design

C.1 Analyze career path with the housing, interior design, and furnishings industries

- C.1.1. Explain the roles and functions of interior design professionals
- C.1.2. Analyze career pathways and opportunities for employment and entrepreneurial endeavors
- C.1.3. Summarize education, training, and credentialing requirements and opportunities for career pathways in interior design
- C.1.4. Analyze the impact of interior design occupations on local, state, national, and global economies

C.2 Assess personal suitability to career characteristics needed for success in the interior design field

- C.2.1 Create an employment portfolio for use with applying for internships and work-based learning opportunities in interior design careers
- C.2.2. Analyze the role of professional organizations in interior design professions
- C.2.3. Analyze personal attitudes, traits, and values of interior design professionals with regard to responsibility, accountability, and effectiveness

Appendix C

HOME AND CAREER SKILLS

PROCESS SKILLS

The information below is excerpted from the New York State Home and Career Skills Core Curriculum Guide 2005. It is appended here as a reference and a review of the process skills for high school Family and Consumer Sciences teachers. Family and Consumer Sciences high school core courses were designed to provide opportunities for students to apply communication, leadership, management, and thinking skills through each content topic they study.

Introduction to Process Skills

Process is a vehicle for obtaining, analyzing, and using content. Process skills are the “how” of learning while content is the “what” of learning. The emphasis on process skills within Home and Career Skills is grounded in needs and issues of society and in developments in Family and Consumer Sciences education.

The need for process in education was emphasized in the report of the Secretary’s Commission on Achieving Necessary Skills (SCANS). Based on information gathered from businesses and industries across the country, the SCANS determined that process-oriented foundations and competencies are “at least as important as technical expertise...The competencies represent the attributes that today’s high performance employer seeks in tomorrow’s employee” (U.S. Department of Labor). The SCANS foundations and competencies harmonize closely with process skills developed through Family and Consumer Sciences. The New York State Education Department has adapted the SCANS skills into the Career Development and Occupational Studies (CDOS) Universal Foundation Skills.

Most process skills related to Family and Consumer Sciences can be categorized into four organizing skills:

- ❖ Communication (C)
- ❖ Leadership (L)
- ❖ Management (M)
- ❖ Thinking (T)

These process skills were selected in order to create a manageable structure for the development of essential questions for the Family and Consumer Sciences curricula.

A. **Communication Skills (C)** *How can I develop effective communication skills to express thoughts, feelings, opinions, and information to enhance family, school, work, and community relationships?*

Standards Connections

Communications Skills support the NYS Family and Consumer Sciences Learning Standard 2 – A Safe and Healthy Environment and NYS Career Development and Occupational Studies Learning Standards 1 – Career Development, 2 – Integrated Learning, and 3a – Universal Foundation Skills.

Rationale

Communication is the transmission or interchange of thoughts, feelings, opinions, and information between a sender and a receiver. Communication process skills are first experienced and learned within the social environment of the family. The process of learning to be an effective communicator begins in infancy, with babies and care givers engaging in interactive behaviors. As communication learning continues, families, schools, and communities play critical roles in expanding students' communication skills.

Communication process skills include listening, speaking, reading, and writing. Together they build a sense of cohesiveness within family, school, work, and community settings. They are a powerful cultural tool, a means for creating a sense of group identity through exchange of values, expectations, and ways of thinking and perceiving. Conflict management is facilitated when individuals are able to express their own ideas and assert their own views effectively, while at the same time listening to and respecting the views of others. Effective communication skills help students meet the challenges of living and working in a diverse global society.

Key Ideas

NYS FACS 2 - Students can provide a safe and nurturing environment for themselves and others.

NYS CDOS 1 - Students will use communication skills to achieve personal goals.

NYS CDOS 2 - Students can use the essential academics concepts, facts, and procedures in applications related to life skills and the world of work.

NYS CDOS 3a - (Basic Skills) Students will acquire basic skills including the ability to read, write, listen, and speak.

(Interpersonal Skills) Students will develop positive interpersonal qualities leading to team work and cooperation in large and small groups in family, social, and work situations.

Performance Objectives and Supporting Competencies for Communication Skills

Communication Skills Performance Objective 1

C.1 Demonstrate communication skills that contribute to positive relationships.

Communication Skills Objective 1 Supporting Competencies

- C.1.1 Examine the roles and functions of communications in family, school, work, and community settings.
- C.1.2 Examine communication styles and their effects on relationships.
- C.1.3 Describe types of communication and characteristics of effective communication.
 - Verbal
 - Nonverbal
- C.1.4 Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.
- C.1.5 Distinguish between hearing and listening.
- C.1.6 Demonstrate effective (active) listening and feedback techniques.
- C.1.7 Examine barriers to communication in family, school, work, and community settings.
- C.1.8 Demonstrate effective communication skills in a group setting to accomplish a task.
- C.1.9 Demonstrate effective communication skills in family, school, work, and community settings.

B. Leadership Skills (L) *How can I develop lifelong leadership skills to address important personal, family, school, work, and community issues?*

Standards Connections

Leadership Skills support the NYS Family and Consumer Sciences Learning Standards 2 – A Safe and Healthy Environment, 3 – Resource Management, and NYS Career Development and Occupational Studies Standards 1 – Career Development, 2 – Integrated Learning, and 3a – Universal Foundation Skills.

Rationale

Leadership process skills include helping a group, such as a family, school, or community shape a vision of purpose and goals, and encouraging others to commit themselves to accomplishing that vision. Being a responsible leader requires taking action for the common good of the group.

Leaders tell, sell, participate, and delegate, using different strategies at different times and with different group members, in order to involve and encourage everyone toward achieving the shared vision. Leadership skills are embraced in Home and Career Skills classes as students develop a common vision, cooperate with each other, and assume shared responsibility for their family, school, work, and community settings.

Key Ideas

NYS FACS 2 - Students can provide a safe and nurturing environment for themselves and others.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money, and make effective decisions in order to balance their obligations to work, family, and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.

NYS CDOS 1 - Students will use communication skills to achieve personal goals.

NYS CDOS 2 - Students can use the essential academic concepts, facts, and procedures in applications related to life skills and the world of work.

NYS CDOS 3a - (Thinking Skills) Students will use thinking skills for problem solving, experimenting, and focused observation, and apply the application of knowledge to new and unfamiliar situations.

(Personal Qualities) Students will develop competence in self-management and the ability to plan, organize, and take independent action.

(Interpersonal Skills) Students will develop positive interpersonal qualities leading to team work and cooperation in large and small groups in family, social, and work situations.

(Managing Information) Students will access and use information obtained from other people, community resources, and computer networks.

(Managing Resources) Students will use resources to successfully carry out a planned activity.

Performance Objectives and Supporting Competencies for Leadership Skills

Leadership Skills Performance Objective 1

L.1 Demonstrate teamwork and leadership skills in the family, school, workplace, and/or community.

Leadership Skills Objective 1 Supporting Competencies

- L.1.1 Examine the roles and functions of teamwork and leadership in family, school, work, and community settings.
- L.1.2 Identify qualities of effective leaders.
- L.1.3 Identify qualities of effective team members.
- L.1.4 Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.
- L.1.5 Demonstrate strategies to motivate and encourage group members.
- L.1.6 Create strategies to utilize the strengths and limitations of team members.
- L.1.7 Demonstrate techniques that develop team and community spirit.
- L.1.8 Demonstrate ways to organize and delegate responsibilities.
- L.1.9 Create strategies to integrate new members into the team.
- L.1.10 Demonstrate processes for cooperating, compromising, and collaborating.
- L.1.11 Demonstrate leadership and teamwork in a group setting to accomplish tasks.
- L.1.12 Demonstrate leadership and teamwork in family, school, work, and community settings.

C. **Management Skills (M)** *How can I develop effective management skills in order to achieve goals for self, family, school, work, and community?*

Standards Connections

Management Skills support the NYS Family and Consumer Sciences Learning Standards 2 – A Safe and Healthy Environment, 3 – Resource Management and NYS Career Development and Occupational Studies Learning Standards 1 – Career Development, 2 – Integrated Learning, and 3a – Universal Foundation Skills.

Rationale

Management process skills are used to carry out actions in order to meet individual, family, school, work, and community needs. They include goal setting, planning, implementing, evaluating, problem solving, and decision making. Management involves determining the goals that can be realistically accomplished; planning the steps to take and resources to use; carrying out the plan in an efficient and cost effective way; and evaluating the implementation process and the result. Students in Home and Career Skills classes practice managing resources such as time, talent, energy, and money, in order achieve goals for self, family, school, work, and community.

Key Ideas

NYS FACS 2 - Students can provide a safe and nurturing environment for themselves and others.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money, and make effective decisions in order to balance their obligations to work, family, and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.

NYS CDOS 1 - Students will use communication skills to achieve personal goals.

NYS CDOS 2 - Students can use the essential academic concepts, facts, and procedures in applications related to life skills and the world of work.

NYS CDOS 3a - (Thinking Skills) Students will use thinking skills for problem solving, experimenting, and focused observation and apply the application of knowledge to new and unfamiliar situations.

(Personal Qualities) Students will develop competence in self-management and the ability to plan, organize, and take independent action.

(Interpersonal Skills) Students will develop positive interpersonal qualities leading to team work and cooperation in large and small groups in family, social, and work situations.

(Managing Information) Students will access and use information obtained from other people, community resources, and computer networks.

(Managing Resources) Students will use resources to successfully carry out a planned activity.

Performance Objectives and Supporting Competencies for Management Skills

Management Skills Performance Objective 1

M.1 Explain the importance of effective management of resources in a variety of relevant life situations.

Management Skills Objective 1 Supporting Competencies

M.1.1 Explain *management* as it relates to personal, family, and work life.

M.1.2 Compare ways in which different people make different choices in the same situation.

Management Skills Performance Objective 2

M.2 Explain how decision making, problem solving, and goal setting assist with management of resources (i.e. time, money, energy).

Management Skills Objective 2 Supporting Competencies

M.2.1 Explain the interrelatedness of the decision-making, problem-solving and goal-setting processes.

Management Skills Performance Objective 3

M.3 Explain how needs, wants, values, goals, and standards impact decision making, problem solving and goal setting.

Management Skills Objective 3 Supporting Competencies

M.3.1 Define *needs, wants, values, goals, and standards*.

M.3.2 Describe how needs, wants, values, goals, and standards influence decisions.

M.3.3 Examine how individuals and families make choices to satisfy needs and wants.

Management Skills Performance Objective 4

M.4 Identify human, economic, and environmental resources that are available and appropriate to use in decision making, problem solving and goal setting.

Management Skills Objective 4 Supporting Competencies

- M.4.1 Define *resources*
- M.4.2 Classify human, economic, and environmental resources.
- M.4.3 Identify human, economic, and environmental resources that are limited and/or expendable, and select those that are available and appropriate to the relevant life situation.
- M.4.4 Describe several ways to substitute or increase resources by combining them.
- M.4.5 Give examples and demonstrate how resources have credibility, change over the lifespan, and are influenced by changing needs and goals and availability.
- M.4.6 Determine individual and family responsibility in relation to the environmental trends and issues.
- M.4.7 Examine behaviors that conserve, reuse, and recycle resources to maintain the environment.

Management Skills Performance Objective 5

M.5 Apply the decision-making process in a logical, sequential manner to relevant life situations involving a choice.

Management Skills Objective 5 Supporting Competencies

- M.5.1 Define *decision making*.
- M.5.2 State sequentially the basic steps in the decision-making process.
- M.5.3 Apply the steps sequentially to make a decision.
- M.5.4 Apply the decision-making process in family, school, work, and community settings.

Management Skills Performance Objective 6

M.6 Use the problem-solving process to identify appropriate solutions, in a logical and sequential manner, and apply the solution chosen to real-life problem situations.

Management Skills Objective 6 Supporting Competencies

- M.6.1 Define *problem solving*.
- M.6.2 State sequentially the basic steps in the problem-solving process.
- M.6.3 Apply the steps sequentially to solve a problem situation.
- M.6.4 Apply the problem-solving process to solve problems in family, school, work, and community settings.
- M.6.5 Explain the appropriateness of alternative solutions.

Management Skills Performance Objective 7

M.7 Apply the goal-setting process in a logical and sequential manner to relevant life situations involving a goal.

Management Skills Objective 7 Supporting Competencies

M.7.1 Define *goal*.

M.7.2 Distinguish between long-term and short-term goals.

M.7.3 State sequentially the basic steps in the goal-setting process.

M.7.4 Apply the steps sequentially to achieve a goal.

M.7.5 Apply the goal-setting process to set goals in family, school, work, and community settings.

Management Skills Performance Objective 8

M.8 Demonstrate management of individual and family resources, including food, clothing, shelter, money, time, and personal energy.

Management Skills Objective 8 Supporting Competencies

M.8.1 Apply management skills to organize tasks and responsibilities.

M.8.2 Implement management skills in the planning, purchasing, preparing, serving, and storing of safe and nutritious food.

M.8.3 Implement management skills in the purchasing, creating, and/or maintenance of clothing

M.8.4 Implement management skills involving personal space, housing, and furnishings.

M.8.5 Implement management skills involving money.

M.8.6 Implement management skills involving time.

M.8.7 Implement management skills involving personal energy.

Management Skills Performance Objective 9

M.9 Demonstrate management of individual and family resources in family, school, work, and community settings.

Management Skills Objective 9 Supporting Competencies

M.9.1 Allocate individual and family resources to complete a task.

D. Thinking Skills (T) *How can I apply effective critical and creative thinking skills to increase the probability of desired outcomes at home, school, work, and community settings?*

Standards Connections

Thinking Skills support the NYS Family and Consumer Sciences Learning Standards 1 – Personal Health and Fitness, 2 – A Safe and Healthy Environment, 3 – Resource Management and NYS Career Development and Occupational Studies Standards 1 – Career Development, 2 – Integrated Learning, and 3a – Universal Foundation Skills.

Rationale

Thinking process skills encompass complex, multifaceted activities of the mind. These skills lead to problem solving, experimenting, and focused observation, and allow the application of knowledge to new and unfamiliar situations (New York State Learning Standards for Career Development and Occupational Studies). Home and Career Skills classes provide students with opportunities to apply thinking strategies that are purposeful, reasonable, and goal-directed so that they may increase the probability of achieving desirable outcomes.

Two major types of thinking skills are critical thinking and creative thinking. Critical thinking emphasizes examination and critique of information in order to gain insight into meanings and interpretations. Home and Career Skills classes provide students with opportunities to use critical thinking skills to identify premises and conclusions; to distinguish among opinion, reasoned judgment, and fact; and to recognize underlying assumptions, biases, and values.

Creative thinking, in contrast, is the use of innovative, exploratory approaches to generate ideas. Home and Career Skills classes provide an environment where unusual ideas are valued and perspectives and explanations other than those which are immediately apparent are encouraged.

Key Ideas

NYS FACS 1 – Students will be able to plan and use tools and technologies appropriately.

NYS FACS 2 - Students can provide a safe and nurturing environment for themselves and others.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money, and make effective decisions in order to balance their obligations to work, family, and self. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures.

NYS CDOS 1 - Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

NYS CDOS 2 - Students can use the essential academic concepts, facts, and procedures in applications related to life skills and the world of work.

NYS CDOS 3a - (Thinking Skills) Students will use thinking skills for problem solving, experimenting, and focused observation, and apply the application of knowledge to new and unfamiliar situations.

Performance Objectives and Supporting Competencies for Thinking Skills

Thinking Skills Performance Objective 1

T.1 Demonstrate creative and critical thinking skills in family, school, work, and/or community settings.

Thinking Skills Objective 1 Supporting Competencies

- T.1.1 Examine the roles and functions of creative and critical thinking skills in family, school, work, and community settings.
- T.1.2 Describe creative thinking skills.
- T.1.3 Describe critical thinking skills.
- T.1.4 Demonstrate creative and/or critical thinking skills to accomplish a task.