



Park Hill School District

Building Successful Futures • Each Student • Every Day

High School Housing and Interior Environment Curriculum

Course Description: Housing and Interior Environment provides students with the opportunity to study the elements required to create an attractive and functional living space. This course introduces students to the wide variety of careers in the field of housing and interiors through hands-on activities. Technology and actual sample materials are used to develop projects related to architecture and interior design. Creativity and application of the elements and principles of design are emphasized.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
4 Weeks	Selecting Living Environments	Topic 1: Global Factors in Selecting a Living Environment Topic 2: Individual Factors in Selecting a Living Environment
11 Weeks	Creating Living Environments	Topic 1: Housing Styles Topic 2: Design Process Topic 3: The Space Topic 4: The Design Topic 5: Accessories
3 Weeks	Careers in Housing	Topic 1: Career Research Topic 2: Owning a Business

Curriculum Revision Tracking

Spring, 2018

All Units:

- Updated ISTE Standards

Unit 1: Selecting Living Environments

Subject: Housing and Interior Environments

Grade: 9-12

Name of Unit: Selecting Living Environments

Length of Unit: 4 weeks

Overview of Unit: Students will have an understanding of how the housing industry has evolved and will continue to evolve through the years. They will also be able to identify the types of housing available throughout their lifespan.

Priority Standards for unit:

- NSFACS 11.9 Develop a global view to weigh design decisions with the parameters of ecological, socioeconomic, and cultural contexts within the housing, interior design and furnishing industries.

Supporting Standards for unit:

- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
a global view to weigh design decisions with the parameters of ecological, socioeconomic, and cultural contexts within the housing, interior design and furnishing industries.	Develop	Analyze	3

Essential Questions:

1. How do changes throughout your lifespan impact your decision in deciding a living environment?
2. How do changes in society impact your decision in deciding a living environment?
3. How do cultural differences impact your decision in deciding a living environment?
4. What are the individual factors that influence your decision in selecting a living environment and why do they influence you to make that decision?

Enduring Understanding/Big Ideas:

1. There are six different stages in the lifespan. As people age their life stage will constantly change, and their needs will constantly change. They will alter their living decisions based on what is needed at that time.
2. Changes in society in the housing industry include technology, cost of living, and urbanization. As technology becomes more advanced in the housing industry it becomes easier to produce housing faster. More modern options are becoming available to individuals and might influence their decision in deciding on a home. The cost of living is influenced by the economy and is constantly fluctuating. As the cost of living increases it forces people to make decisions based on what they can afford. And lastly urbanization has changed over the last twenty-five years. Cities are larger than ever before creating less places to live, crowded schools, and migration. As cities are becoming overcrowded people are starting to move further out to avoid not having a place to live, or a crowded school. As society continues to change it will have a profound effect on why people select the homes they do.
3. Cultures and customs change from one region of the world to the next. Different cultures can affect the type, style, arrangement, and furnishings of the home. This changes from one culture to the next and can also influence the design choices across different cultures.
4. The individual factors that influence your decision in selecting a living environment are wants versus needs, cost of living, renting versus buying, and the different types of housing available. All of these factors will vary based on the person. Knowing your individual wants, needs, and limits will make the decision making process easier when deciding on a living environment.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
<ul style="list-style-type: none">● House● Needs● Wants● Physical Needs● Psychological Needs● Values● Family Structures● Density● Disability● Demographics● Environment● Climate● Culture● Interest● Lease● Credit● Mortgage	<ul style="list-style-type: none">● Housing● Adobe● Yurt● Family Roles● Household● Life Cycle● Sustainable Design● Green Design● Row Houses● Tract Houses● New Town● New Urbanism● Subdivision● Housing Market● Neighborhood● Condominium● Multifamily House● Attached House

Resources for Vocabulary Development:

Lewis, E. L., & Turner, C.S (2012), *Housing and Interior Design* (10th Ed.). Tinley Park, IL: The Goodheart-Willcox Company.

Topic 1: Global Factors in Selecting a Living Environment

Engaging Experience 1

Title: Lifespan Timeline

Suggested Length of Time: 2-3 Class Periods

Standards Addressed

Priority:

- NSFACS 11.9 Develop a global view to weigh design decisions with the parameters of ecological, socioeconomic, and cultural contexts within the housing, interior design and furnishing industries.

Supporting:

- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: After discussing the six different stages of life. Students will create a timeline on poster board presenting the stages of life. Students will use paper, markers, and magazines to complete the assignment. If students choose to create their timeline digitally, they could use a program such as timeline maker or timetoast. The timeline should include the stage, brief description of what occurs during the stage, and a picture of a home that could potentially be used during that stage of life. Students will present their final product to the class.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Experience 2

Title: Housing across the World

Suggested Length of Time: 2-3 Class periods

Standards Addressed

Priority:

- NSFACS 11.9 Develop a global view to weigh design decisions with the parameters of ecological, socioeconomic, and cultural contexts within the housing, interior design and furnishing industries.

Supporting:

- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: After discussing societal changes and cultural differences in the housing industry students will research and create a PowerPoint or Prezi about the housing industry in an assigned country. Research should include: location and demographics, economy, socioeconomic status', materials used, weather in the region, cultural influences, similarities and differences where we live, and pictures of homes from the region. When the project is completed students will present it to the class.

Bloom's Levels: Analyze

Webb's DOK: 3

Topic 2: Individual Factors in Selecting a Living Environment

Engaging Experience 1

Title: Apartment Search

Suggested Length of Time: 1 Class period

Standards Addressed

Priority:

- NSFACS 11.9 Develop a global view to weigh design decisions with the parameters of ecological, socioeconomic, and cultural contexts within the housing, interior design and furnishing industries.

Supporting:

- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: After discussing different types of housing, creating a wants vs needs lists, and setting a budget, students will research housing options in their dream city. Students will use apartment searching websites such as apartments.com to help complete their research. Students will create a chart to display their housing choices. The chart must include an apartment, a condominium, a rental home, and a home to purchase. For each of the types of housing students should include the following information: price, number of bedrooms/bathrooms, what is included in the cost, extra expenses, amenities, and a picture.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will design their “dream bedroom” based on their current wants, needs, budget, and life stage. Students will use their previously written list of wants and needs, and set a realistic budget for themselves. The using a floor plan website such as floorplanner.com, students will create a room similar to their current living space. Using their wants and need list and budget students will “shop” virtually, for items to put into their bedroom. Upon completion of their design, students will write a description of their space and the choices they have made. Their description should include:

- Budget
- Wants and Needs
- Type of home they currently live in
- Furniture pieces selected
- What lifecycle their family is currently in
- How their wants and needs might change in the next two years
- What influenced their design choices based on family culture

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Global Factors in Selecting a Living Environment	Lifespan Timeline	After discussing the six different stages of life. Students will create a timeline on poster board presenting the stages of life. Students will use paper, markers, and magazines to complete the assignment. If students choose to create their timeline digitally, they could use a program such as timeline maker or timetoast. The timeline should include the stage, brief description of what occurs during the stage, and a picture of a home that could potentially be used during that stage of life. Students will present their final product to the class.	2-3 Class Periods
Global Factors in Selecting a Living Environment	Housing Across the World	After discussing societal changes and cultural differences in the housing industry students will research and create a PowerPoint or Prezi about the housing industry in an assigned country. When the project is completed students will present it to the class. Research should include: location and demographics, economy, socioeconomic status, materials used, weather in the region, cultural influences, similarities and differences where we live, and pictures of homes from the region.	2-3 Class periods
Individual Factors in Selecting a Living Environment	Apartment Search	After discussing different types of housing, creating a wants vs needs lists, and setting a budget, students will research housing options in their dream city. Students will use apartment searching websites such as apartments.com to help complete their research. Students will create a chart to display their housing choices. The chart must include an apartment, a condominium, a rental home, and a home to purchase. For each of the types of housing students should include the following information: price, number of bedrooms/bathrooms, what is included in the cost, extra expenses, amenities, and a picture.	1 Class period

Unit 2: Creating Living Environments

Subject: Housing and Interior Environments

Grade: 9-12

Name of Unit: Creating Living Environments

Length of Unit: 11 weeks

Overview of Unit: Students will be able to identify the steps of the design process, and understand what goes into creating a well-designed space. Students will identify the principles and elements of design that enhance a space as well as how color can impact a design.

Priority Standards for unit:

- NSFACS: 11.7 Apply design knowledge, skills, processes, and theories and oral, written, and visual presentation skills to communicate design ideas.
- NSFACS: 11.5 Analyze design and development of architecture, interiors, and furnishings through the ages.
- NSFACS: 11.2 Evaluate housing and design concepts and theories, including green design, in relation to available resources and options.
- NSFACS: 11.4 Demonstrate design, construction document reading, and space planning skills required for the housing, interior design and furnishings industries.
- NSFACS: 11.6 Evaluate client's needs, goals, and resources in creating design plans for housing and residential and commercial interiors.

Supporting Standards for unit:

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
design knowledge, skills, processes, and theories and oral, written, and visual presentation skills to communicate design ideas	Apply	Apply	3
design and development of architecture, interiors, and furnishings through the ages.	Analyze	Analyze	3
housing and interior design knowledge, skills and processes to meet specific design needs.	Apply	Create	4
housing and design concepts and theories, including green design, in relation to available resources and options.	Evaluate	Evaluate	3
client's needs, goals, and resources in creating design plans for housing and residential and commercial interiors.	Evaluate	Analyze	4
design, construction document reading, and space planning skills required for the housing, interior design and furnishings industries.	Demonstrate	Create	3

Essential Questions:

1. How do housing styles influence the creation of the living environment?
2. Why is it essential to know the steps for developing a design plan when working with a client?
3. What elements are essential to creating a space, how do they influence the living environment?
4. How do the principles of design, colors, and elements of design influence the living environment?
5. Why are furniture styles, accessories, and lighting essential to creating the living environment?

Enduring Understanding/Big Ideas:

1. Housing styles have changed throughout the years and have influenced changes in more recent housing choices. When creating the living environment home buyers influence new developments in housing design, which include new and old features that make living as simple and comfortable as possible for everyone in the home.
2. There are ten recommended steps to follow in developing a design plan. By following a design plan it will help to ensure a client is getting what they want in their space. As a designer it is important to ensure your client is getting the best design for them to fit their needs.

3. The four elements that are essential in creating the design space are universal needs, the floor plan, space planning, and the backgrounds. These elements determine the layout of a space and help determine the overall design of a home. Without these elements a space would not be well designed.
4. The elements and principles of design are used to create a style. When used with the principles of design, the five basic elements of design can help ensure the success of a design project. A color can be described in terms of its hue, intensity and value. Various types of color schemes can be created by using the color wheel. The color wheel along with principles and elements of design contribute to the overall style of a design.
5. The furnishings, lighting, and accessories in the design plan all contribute to the overall style trying to be achieved. These design aspects can be changed based on the homeowner's preferences and can change the overall feel of a space without changing any permanent fixtures.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
<ul style="list-style-type: none"> ● Traditional ● Symmetrical ● Asymmetrical ● Floor Plan ● Model ● Design ● Realistic ● Abstract ● Space ● Mass ● Line ● Texture ● Primary Color ● Secondary Color ● Tertiary Colors ● Proportion ● Balance ● Rhythm ● Harmony ● Unity ● Tile ● Flooring ● Paint 	<ul style="list-style-type: none"> ● Cape Cod ● Dormer ● Garrison ● Scandinavian ● Mansard Roof ● Georgian ● Hip Roof ● Victorian ● Exterior Evaluation ● Rendering ● Specifications ● Universal Design ● Value ● Tint ● Shade ● Monochromatic ● Complementary ● Analogous ● Color Scheme ● Golden Rectangle ● Faux Finish ● Ceiling Treatment ● Casual Style

<ul style="list-style-type: none"> ● Fabric ● Antique ● Recycle ● Template ● Curtain ● Drapery ● Blinds ● Accessories 	<ul style="list-style-type: none"> ● Country Style ● Eclectic Style ● Space Planning ● Scale Floor Plan ● Window Treatment ● Direct Lighting ● Indirect Lighting ● Design Process
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Resources for Vocabulary Development:

Lewis, E. L., & Turner, C.S (2012), *Housing and Interior Design* (10th Ed.). Tinley Park, IL: The Goodheart-Willcox Company.

Topic 1: Housing Styles

Engaging Experience 1

Title: Housing Styles Poster

Suggested Length of Time: 2 Class periods

Standards Addressed

Priority:

- NSFACS: 11.5 Analyze design and development of architecture, interiors, and furnishings through the ages.

Supporting:

- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: After discussing housing style features students will create a poster for their chosen housing style. The poster should be created digitally. The poster should include the following information: title, century and years prominent, distinguishing features, picture of the housing style, and picture(s) of the distinguishing features. Class will participate in a gallery walk to learn about each of the housing styles.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Experience 2

Title: Model House

Suggested Length of Time: 9-12 Class periods

Standards Addressed

Priority:

- NSFACS: 11.5 Analyze design and development of architecture, interiors, and furnishings through the ages.

Supporting:

- NSFACS: 11.7 Apply design knowledge, skills, processes, and theories and oral, written, and visual presentation skills to communicate design ideas.
- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: After discussing types of housing and distinguishing features of homes students will construct a model home. As a group, students will select a preferred model to construct. Materials to be used will include but are not limited to: cardboard, foam board, tag board, construction paper, paint, glue, toilet paper rolls, wooden dowel rods, shingle pieces, Popsicle sticks, toothpicks, cellophane, tissue paper, wall paper samples, etc. Students will construct their model to resemble the exterior of their selected housing style. Upon completion of their model, students will create a brochure “selling” their home by explaining the distinguishing features of the home. Students will present their model homes to the class when finished.

Bloom’s Levels: Analyze, Apply

Webb’s DOK: 3

Topic 2: Design Process

Engaging Experience 1

Title: Creating a Client Profile

Suggested Length of Time: 2-3 Class Periods

Standards Addressed

Priority:

- NSFACS: 11.6 Evaluate client's needs, goals, and resources in creating design plans for housing and residential and commercial interiors.

Detailed Description/Instructions: After discussing the steps of the design process students will be creating client profiles for their family. They will begin by writing a brief description of the family. They will then write a brief 1-2 sentence description of each member of the family. The items in the description will be about their likes, dislikes, hobbies, and personality. After understanding each person individually, students need to get a feeling for the house. They will describe each room in the house they currently live in. This description should include the rooms, colors, furniture, accessories, and overall feeling of the room. The student will then go home and interview each member of the family and what they would like to see changed in the home. This will become the individual member's wish list.

Bloom's Levels: Analyze

Webb's DOK: 4

Topic 3: The Space

Engaging Experience 1

Title: Universal Design Presentation

Suggested Length of Time: 2 Class Periods

Standards Addressed

Priority:

- NSFACS: 11.2 Evaluate housing and design concepts and theories, including green design, in relation to available resources and options.
- NSFACS: 11.4 Demonstrate design, construction document reading, and space planning skills required for the housing, interior design and furnishings industries.

Supporting:

- NSFACS: 11.3 Apply housing and interior design knowledge, skills and processes to meet specific design needs.
- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: After learning about Universal Design students will create a PowerPoint or Prezi. The presentation will show design solutions/alternatives for a disabled person and their family. Each group of students will be given a different disability to design for a space. Students will research design features to include in the following spaces: Kitchen, Bathroom, Bedroom, Entryway, Exterior of the home, Hallways, Doorways, and Flooring. For each space students should present two alternatives for the family. Upon completion of the presentation students will present to the class as if they are the designer. The class will select the best alternative for the family.

Bloom's Levels: Evaluate, Apply, Create

Webb's DOK: 3, 4

Engaging Experience 2

Title: Walls/Ceilings/Flooring/Window Sample Book

Suggested Length of Time: 3-4 Class periods

Standards Addressed

Priority:

- NSFACS: 11.2 Evaluate housing and design concepts and theories, including green design, in relation to available resources and options.
- NSFACS: 11.4 Demonstrate design, construction document reading, and space planning skills required for the housing, interior design and furnishings industries.

Supporting:

- NSFACS: 11.3 Apply housing and interior design knowledge, skills and processes to meet specific design needs.

Detailed Description/Instructions: After discussing the different types of wall, ceiling, flooring, and window treatments available for homeowners, students will create a sample book. The book will include four different sections: Walls, Ceilings, Flooring, and Windows. For each section of the book students will need to include four different samples. The samples will be glued to paper. On each page a description of the sample will be written, and a suggested use will be given.

Bloom's Levels: Evaluate, Apply, Create

Webb's DOK: 3, 4

Topic 4: The Design

Engaging Experience 1

Title: Principles and Elements of Design Portfolio

Suggested Length of Time: 3-4 Class periods

Standards Addressed

Priority:

- NSFACS: 11.2 Evaluate housing and design concepts and theories, including green design, in relation to available resources and options.

Detailed Description/Instructions: After discussing each design principle and element individually students will be creating a portfolio to better show their understanding of each topic. Students will be using magazine pictures to locate each principle and element within the design. Students will glue their magazine example onto a piece of paper, title the page, and describe how that picture showcases the element or principle. Each page of the portfolio should represent a different element or principle. Upon completion students will put each of their pages together like a book to form their portfolio.

Bloom's Levels: Evaluate

Webb's DOK: 3

Engaging Experience 2

Title: Color Wheel

Suggested Length of Time: 3-4 Class periods

Standards Addressed

Priority:

- NSFACS: 11.2 Evaluate housing and design concepts and theories, including green design, in relation to available resources and options.

Supporting:

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: After discussing the color wheel and color theory, students will be creating their own color wheel. They may work with a partner to complete the project. The project will be done on a piece of foam board, using colored pencils or paint. Students may research different color wheels using the computer, but cannot complete the project digitally. Students will be taking the basic idea of a color wheel, and putting their own spin on the idea to create something original. Examples: An eye with the iris being the different hues of the color wheel, a spider web, melting wax crayons, etc. The color wheel should include twelve colors: primary, secondary, and tertiary colors.

Bloom's Levels: Evaluate

Webb's DOK: 3

Topic 5: Accessories

Engaging Experience 1

Title: Furniture Shopping

Suggested Length of Time: 2 Class periods

Standards Addressed

Priority:

- NSFACS: 11.4 Demonstrate design, construction document reading, and space planning skills required for the housing, interior design and furnishings industries.

Detailed Description/Instructions: After discussing different types and styles of furniture students will participate in online shopping. Using a furniture store of their choice (IKEA, Nebraska Furniture Mart, etc.) students will shop for items on their checklist. As they are searching for furniture they will have to complete a chart containing: Store, Price, Type of Wood/Fabric Used, and Furniture Care.

Bloom's Levels: Apply

Webb's DOK: 3

Engaging Experience 2

Title: Recycled Accessory Project

Suggested Length of Time: 4-5 Class Periods

Standards Addressed

Priority:

- NSFACS: 11.4 Demonstrate design, construction document reading, and space planning skills required for the housing, interior design and furnishings industries.

Supporting:

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: After discussing the different types of accessories and how they enhance a design and space, students will use Pinterest to identify accessory projects that can be created using previously owned or recycled items to create an accessory for a space. After selecting an item to create the class will take a field trip to a thrift store. At the store, students will have a budget of \$5-10 to purchase what they need for their project. Students may also bring supplies from home if needed. Upon returning to class students may use any other items in the classroom to help them complete their project. Students will take pictures before, during, and after the process of creating their design element. Students will be responsible for writing a blog entry to explain the process of creation. They should explain the trials and tribulations, along with successes of completing their accessory.

Bloom's Levels: Create

Webb's DOK: 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will be responsible for designing three rooms for a client. Their client will be a teacher from within the building. Students will be responsible for interviewing their clients to find out their wants and needs. During this interview, students can show the client material samples, and design examples to help better understand what the client is wanting. Students will be responsible for creating a design board with the following included:

- Floor Plans
- Paint/Wallpaper Samples
- Floor Samples
- Fabric Samples
- Furniture
- Accessories/Lighting

The board should be filled, but clean. All of the clients' wishes should be met.

Students will be responsible for presenting to the class as practice for feedback before presenting to their client. Students will then present to the client. The client (teacher) will have a grading rubric to ensure that the student has met their needs.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Housing Styles	Housing Styles Poster	After discussing housing style features students will create a poster for their chosen housing style. The poster should be created digitally. The poster should include the following information: title, century and years prominent, distinguishing features, picture of the housing style, and picture(s) of the distinguishing features. Class will participate in a gallery walk to learn about each of the housing styles.	2 Class Periods
Housing Styles	Model House	After discussing types of housing and distinguishing features of homes students will construct a model home. As a group of students will select a preferred model to construct. Materials to be used will include but are not limited to: cardboard, foam board, tag board, construction paper, paint, glue, toilet paper rolls, wooden dowel rods, shingle pieces, popsicle sticks, toothpicks, cellophane, tissue paper, wall paper samples, etc. Students will construct their model to resemble the exterior of their selected housing style. Upon completion of their model, students will create a brochure “selling” their home by explaining the distinguishing features of the home. Students will present their model homes to the class when finished.	9-12 Class Periods
Design Process	Creating a Client Profile	After discussing the steps of the design process students will be creating client profiles for their family. They will begin by writing a brief description of the family. They will then write a brief 1-2 sentence description of each member of the family. The items in the description will be	2-3 Class Periods

		<p>about their likes, dislikes, hobbies, and personality. After understanding each person individually, students need to get a feeling for the house. They will describe each room in the house they currently live in. This description should include the rooms, colors, furniture, accessories, and overall feeling of the room. The student will then go home and interview each member of the family and what they would like to see changed in the home. This will become the individual member's wish list.</p>	
The Space	Universal Design Presentation	<p>After learning about Universal Design students will create a PowerPoint or Prezi. The presentation will show design solutions/alternatives for a disabled person and their family. Each group of students will be given a different disability to design for a space. Students will research design features to include in the following spaces: Kitchen, Bathroom, Bedroom, Entryway, Exterior of the home, Hallways, Doorways, and Flooring. For each space students should present two alternatives for the family. Upon completion of the presentation students will present to the class as if they are the designer. The class will select the best alternative for the family.</p>	2 Class Periods
The Space	Walls/Ceilings/ Flooring/ Windows Sample Book	<p>After discussing the different types of wall, ceiling, flooring, and window treatments available for homeowner's students will create a sample book. The book will include four different sections: Walls, Ceilings, Flooring, and Windows. For each section of the book students will need to include four different samples. The samples will be glued to paper. On each page a description of the sample will be written, and a suggested use will be given.</p>	3-4 Class Periods

The Design	Principles and Elements of Design Portfolio	After discussing each design principle and element individually students will be creating a portfolio to better show their understanding of each topic. Students will be using magazine pictures to locate each principle and element within the design. Students will glue their magazine example onto a piece of paper, title the page, and describe how that picture showcases the element or principle. Each page of the portfolio should represent a different element or principle. Upon completion students will put each of their pages together like a book to form their portfolio.	3-4 Class Periods
The Design	Color Wheel	After discussing the color wheel and color theory, students will be creating their own color wheel. They may work with a partner to complete the project. The project will be done on a piece of foam board, using colored pencils or paint. Students may research different color wheels using the computer, but cannot complete the project digitally. Students will be taking the basic idea of a color wheel, and putting their own spin on the idea to create something original. Examples: An eye with the iris being the different hues of the color wheel, a spider web, melting wax crayons, etc. The color wheel should include twelve colors: primary, secondary, and tertiary colors.	3-4 Class Periods
Accessories	Furniture Shopping	After discussing different types and styles of furniture students will participate in online shopping. Using a furniture store of their choice (IKEA, Nebraska Furniture Mart, etc.) students will shop for items on their checklist. As they are searching for furniture they will have to complete a chart containing: Store, Price, Type of Wood/Fabric Used, and Furniture Care.	2 Class Periods

Accessories	Recycled Accessory Project	<p>After discussing the different types of accessories and how they enhance a design and space, students will use Pinterest to identify accessory projects that can be created using previously owned or recycled items to create an accessory for a space. After selecting an item to create the class will take a field trip to a thrift store. At the store, students will have a budget of \$5-10 to purchase what they need for their project. Students may also bring supplies from home if needed. Upon returning to class students may use any other items in the classroom to help them complete their project. Students will take pictures before, during, and after the process of creating their design element. Students will be responsible for writing a blog entry to explain the process of creation. They should explain the trials and tribulations, along with successes of completing their accessory.</p>	4-5 Class Periods
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Unit 3: Careers in Housing

Subject: Housing and Interior Environments

Grade: 9-12

Name of Unit: Careers in Housing

Length of Unit: 3 weeks

Overview of Unit: Students will focus on careers in the Housing and Interior Environment Field. They will have an understanding for different career paths and how to achieve goals related to careers.

Priority Standards for unit:

- NSFACS: 11.1 Analyze career paths within the housing, interior design, and furnishings industries.
- NSFACS: 11.8 Analyze professional practices, procedures for business profitability and career success, and the role of ethics in the housing, interiors and furnishings industries.

Supporting Standards for unit:

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
career paths within the housing, interior design, and furnishings industries	Analyze	Analyze	2
professional practices, procedures for business profitability and career success, and the role of ethics in the housing, interiors and furnishings industries.	Analyze	Analyze	3

Essential Questions:

1. How does knowing about different careers encourage exploration of the housing and interior environments career path?
2. How could having a career in the housing and interior environment encourage owning your own business?

Enduring Understanding/Big Ideas:

1. There are a wide variety of career paths within the Housing and Interior Environments umbrella. Understanding your abilities and interests will help determine which of the different career paths available would be of interest to you.
2. With all of the different career options available within Housing and Interior Environments lends hand to owning a business. Understanding how to work with clients and providing clients with a service is a key component of owning your own business.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
<ul style="list-style-type: none">● Career● Occupation● Entrepreneur● Internship● Resume● Communication	<ul style="list-style-type: none">● Career Cluster

Resources for Vocabulary Development:

Lewis, E. L., & Turner, C.S (2012), *Housing and Interior Design* (10th Ed.). Tinley Park, IL: The Goodheart-Willcox Company.

Topic 1: Career Research

Engaging Experience 1

Title: Career Research

Suggested Length of Time: 5 Class periods

Standards Addressed

Priority:

- NSFACS: 11.1 Analyze career paths within the housing, interior design, and furnishings industries.

Supporting:

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: Students will select a career path to research from the list of given careers within the Housing and Interior Environment Field. During their research they will put together a PowerPoint or Prezi Presentation. Their presentation should include: description of job, colleges or universities offering the degree, starting salary, opportunities available in the field, etc. Students will also be required to write a cover letter as if they are applying for a job within this field. The cover letter should introduce the student, explain the skills they currently possess within the field, and why they would like to work in their chosen field. Students will present their presentations to the class upon completion.

Bloom's Levels: Analyze

Webb's DOK: 2

Topic 2: Owning a Business

Engaging Experience 1

Title: Entrepreneur Guest Speaker

Suggested Length of Time: 1 Class period

Standards Addressed

Priority:

- NSFACS: 11.8 Analyze professional practices, procedures for business profitability and career success, and the role of ethics in the housing, interiors and furnishings industries.

Detailed Description/Instructions: After discussing careers in the Housing and Interior Industries students will listen to a guest speaker talk about owning their own business in the field of Housing and Interiors. As students are listening to the speaker, they will be required to answer questions about the speaker, and to ask at least one question during the presentation.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will complete an interview of someone within the field of Housing and Interiors. The interview does not have to be coincide with the same career they researched earlier in the unit. The interview could be completed in person, skype, via the telephone, it cannot be done via email. The student should find out from the interviewee how they became interested in the field, the education path they took, what job duties they enjoy, job duties that are least enjoyable, and any other questions the student seems necessary. The students will write a summary of the interview and share their findings with the class.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Career Research	Career Research	Students will select a career path to research from the list of given careers within the Housing and Interior Environment Field. During their research they will put together a PowerPoint or Prezi Presentation. Their presentation should include: description of job, colleges or universities offering the degree, starting salary, opportunities available in the field, etc. Students will also be required to write a cover letter as if they are applying for a job within this field. The cover letter should introduce the student, explain the skills they currently possess within the field, and why they would like to work in their chosen field. Students will present their presentations to the class upon completion.	5 Class Periods
Owning a Business	Entrepreneur Guest Speaker	After discussing careers in the Housing and Interior Industries students will listen to a guest speaker talk about owning their own business in the field of Housing and Interiors. As students are listening to the speaker, they will be required to answer questions about the speaker, and to ask at least one question during the presentation.	1 Class Period

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.