

# Interior Environments

| Timeline |           |                               |          |           |  |
|----------|-----------|-------------------------------|----------|-----------|--|
| Quarter  | Week      | Semester 1                    | Quarter  | Week      | Semester 2                               |
| <b>1</b> | <b>1</b>  | <b>Housing for You</b>        | <b>3</b> | <b>11</b> | <b>The Inside Story</b>                  |
|          | <b>2</b>  | <b>Making Housing Choices</b> |          | <b>12</b> | <b>A Safe and Attractive Environment</b> |
|          | <b>3</b>  | <b>From the Ground Up</b>     |          | <b>13</b> | <b>A Safe and Attractive Environment</b> |
|          | <b>4</b>  | <b>From the Ground Up</b>     |          | <b>14</b> | <b>A Safe and Attractive Environment</b> |
|          | <b>5</b>  | <b>The Inside Story</b>       |          | <b>15</b> | <b>Careers in Housing and Interiors</b>  |
| <b>2</b> | <b>6</b>  | <b>The Inside Story</b>       | <b>4</b> | <b>16</b> | <b>Winter Break</b>                      |
|          | <b>7</b>  | <b>The Inside Story</b>       |          | <b>17</b> | <b>House Design Final Project</b>        |
|          | <b>8</b>  | <b>The Inside Story</b>       |          | <b>18</b> | <b>House Design Final Project</b>        |
|          | <b>9</b>  | <b>The Inside Story</b>       |          | <b>19</b> | <b>House Design Final Project</b>        |
|          | <b>10</b> | <b>The Inside Story</b>       |          | <b>20</b> | <b>Final Exam</b>                        |

|  |               |          |                      |          |                |          |               |
|--|---------------|----------|----------------------|----------|----------------|----------|---------------|
| <b>Time Frame</b>  | <b>1 Week</b> |          |                      |          |                |          |               |
| <b>Topic</b>   |               |          |                      |          |                |          |               |
| Housing for You  |               |          |                      |          |                |          |               |
| <b>Essential Questions</b>   |               |          |                      |          |                |          |               |
| <p>Why is housing important?<br/>         What do you consider when choosing a place to live?<br/>         How does housing affect the quality of life?<br/>         What are the physical and psychological needs of people?<br/>         What is the impact of technology, environment, historical events, culture and societal changes on housing?</p>        |               |          |                      |          |                |          |               |
| <b>Enduring Understandings</b>   |               |          |                      |          |                |          |               |
| Housing needs change throughout life and based on a family's current situation. There are many influences such as historical, cultural, societal, environmental, economic, technological and governmental.   |               |          |                      |          |                |          |               |
| <b>Alignment to NJCCCS</b>   |               |          |                      |          |                |          |               |
| 8.1 A1<br>8.2.C.2-3<br>9.2 A1-5;B1-3;C1-2  |               |          |                      |          |                |          |               |
| <b>Key Concepts and Skills</b>   |               |          |                      |          |                |          |               |
| <ul style="list-style-type: none"> <li>• Housing needs</li> <li>• Human needs</li> <li>• Physical and psychological needs</li> <li>• Factors affecting housing choices</li> <li>• Family life cycle</li> <li>• Influences on housing</li> </ul>  |               |          |                      |          |                |          |               |
| <b>Learning Activities</b>   |               |          |                      |          |                |          |               |
| <ul style="list-style-type: none"> <li>• Lecture and class discussion</li> <li>• Internet research on housing types</li> <li>• Complete the chapter study guides</li> <li>• Small group discussion</li> <li>• Guest speaker</li> <li>• Influences on housing trivia game</li> <li>• Portfolio development-types of houses, present day and historical</li> </ul> |               |          |                      |          |                |          |               |
| <b>Assessments</b>   |               |          |                      |          |                |          |               |
| <ul style="list-style-type: none"> <li>• Written quizzes</li> <li>• Worksheets</li> <li>• Project assessments</li> <li>• Responses to discussion questions</li> </ul>  |               |          |                      |          |                |          |               |
| <b>21<sup>st</sup> Century Skills</b>  |               |          |                      |          |                |          |               |
| <b>x</b>   | Creativity    | <b>x</b> | Critical Thinking    | <b>x</b> | Communication  | <b>x</b> | Collaboration |
| <b>x</b>   | Skills        | <b>x</b> | Information Literacy |          | Media Literacy |          |               |
| <b>Interdisciplinary Connections</b>   |               |          |                      |          |                |          |               |
| Reading skills, research skills, history and social studies connections  |               |          |                      |          |                |          |               |
| <b>Technology Integration</b>  |               |          |                      |          |                |          |               |
| Internet research on various types of housing  |               |          |                      |          |                |          |               |

|   |               |          |                      |          |                |          |               |
|---|---------------|----------|----------------------|----------|----------------|----------|---------------|
| <b>Time Frame</b>   | <b>1 Week</b> |          |                      |          |                |          |               |
| <b>Topic</b>  |               |          |                      |          |                |          |               |
| Making Housing Choices  |               |          |                      |          |                |          |               |
| <b>Essential Questions</b>  |               |          |                      |          |                |          |               |
| <ul style="list-style-type: none"> <li>• What factors should be considered when choosing a community or neighborhood?</li> <li>• What are the different types of housing?</li> <li>• How can you pay for housing?</li> <li>• What are the hidden costs in housing?</li> </ul>   |               |          |                      |          |                |          |               |
| <b>Enduring Understandings</b>  |               |          |                      |          |                |          |               |
| People make many decisions in the process of acquiring and paying for a place to live.  |               |          |                      |          |                |          |               |
| <b>Alignment to NJCCCS</b>  |               |          |                      |          |                |          |               |
| 8.2.A.3;C2-3<br>9.2 A1-5; B1-3 C1-2; E3,5   |               |          |                      |          |                |          |               |
| <b>Key Concepts and Skills</b>  |               |          |                      |          |                |          |               |
| <ul style="list-style-type: none"> <li>• Using decision making skills</li> <li>• Using resources</li> <li>• The decision making process</li> <li>• Choosing a place to live</li> <li>• Renting</li> <li>• Buying</li> <li>• Acquiring housing</li> <li>• Costs</li> </ul>   |               |          |                      |          |                |          |               |
| <b>Learning Activities</b>  |               |          |                      |          |                |          |               |
| <ul style="list-style-type: none"> <li>• Lecture and class discussion</li> <li>• Complete the chapter study guides</li> <li>• Small group discussion</li> <li>• Research project on financing housing</li> <li>• Debate renting versus buying</li> <li>• Locate and read over documents for renting or buying a house</li> <li>• House hunting activity for renting and buying</li> </ul> |               |          |                      |          |                |          |               |
| <b>Assessments</b>  |               |          |                      |          |                |          |               |
| <ul style="list-style-type: none"> <li>• Written tests and quizzes</li> <li>• Worksheets</li> <li>• Project assessments</li> <li>• Responses to discussion questions</li> </ul>   |               |          |                      |          |                |          |               |
| <b>21<sup>st</sup> Century Skills</b>   |               |          |                      |          |                |          |               |
| <b>x</b>  | Creativity    | <b>x</b> | Critical Thinking    | <b>x</b> | Communication  | <b>x</b> | Collaboration |
| <b>x</b>  | Skills        | <b>x</b> | Information Literacy | <b>x</b> | Media Literacy |          |               |
| <b>Interdisciplinary Connections</b>  |               |          |                      |          |                |          |               |
| Reading skills, research skills, math skills  |               |          |                      |          |                |          |               |
| <b>Technology Integration</b>   |               |          |                      |          |                |          |               |
| Internet use for researching renting and purchasing options   |               |          |                      |          |                |          |               |

|   |            |          |                      |          |                |          |               |
|---|------------|----------|----------------------|----------|----------------|----------|---------------|
| <b>Time Frame</b>   | 2 Weeks    |          |                      |          |                |          |               |
| <b>Topic</b>  |            |          |                      |          |                |          |               |
| From the Ground Up  |            |          |                      |          |                |          |               |
| <b>Essential Questions</b>  |            |          |                      |          |                |          |               |
| <ul style="list-style-type: none"> <li>• What are the various basic housing styles?</li> <li>• What information is given on architectural drawings?</li> <li>• How can space be utilized in a house?</li> <li>• What effect do traffic patterns have on movement throughout the house?</li> <li>• How can design ideas be successfully communicated?</li> <li>• How is a house constructed?</li> <li>• What systems are included in the infrastructure of a house?</li> </ul> |            |          |                      |          |                |          |               |
| <b>Enduring Understandings</b>  |            |          |                      |          |                |          |               |
| Understanding architectural drawings allows a person to analyze the actual space usage of a room and or house.  |            |          |                      |          |                |          |               |
| <b>Alignment to NJCCCS</b>  |            |          |                      |          |                |          |               |
| 4.2.12.D.2.1; 4.4.12.A.2.1; 4.5.A.2.4; C.4 8.2.B.1-6; 9.2.F.4-5   |            |          |                      |          |                |          |               |
| <b>Key Concepts and Skills</b>  |            |          |                      |          |                |          |               |
| <ul style="list-style-type: none"> <li>• Housing styles</li> <li>• Understanding house plans</li> <li>• Architectural drawings</li> <li>• The space within</li> <li>• Grouping</li> <li>• Traffic patterns</li> <li>• Storage</li> <li>• Evaluating floor plans</li> <li>• House construction</li> <li>• The systems within</li> </ul>  |            |          |                      |          |                |          |               |
| <b>Learning Activities</b>  |            |          |                      |          |                |          |               |
| <ul style="list-style-type: none"> <li>• Notes and discussion</li> <li>• Architectural drawing activity</li> <li>• Housing style identification activity</li> <li>• Reading a house plan (worksheet activity)</li> </ul>  |            |          |                      |          |                |          |               |
| <b>Assessments</b>  |            |          |                      |          |                |          |               |
| <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Written Assignments</li> <li>• Oral Presentations</li> <li>• Architectural drawing project</li> <li>• Portfolio</li> </ul>  |            |          |                      |          |                |          |               |
| <b>21<sup>st</sup> Century Skills</b>   |            |          |                      |          |                |          |               |
| <b>x</b>  | Creativity | <b>x</b> | Critical Thinking    | <b>x</b> | Communication  | <b>x</b> | Collaboration |
| <b>x</b>  | Skills     | <b>x</b> | Information Literacy |          | Media Literacy |          |               |

## Interdisciplinary Connections

Reading skills, drafting skills, math skills

## Technology Integration

Internet is used to view various housing styles.

**Time Frame** | 7 Weeks

## Topic

The Inside Story

## Essential Questions

- Why does design change?
- How does color create moods and illusions?
- How do the design principles relate to the elements of design?
- What are the elements of good design?
- How are satisfying interior backgrounds created?
- How are appropriate textiles chosen for various household uses?
- What are the characteristics of quality furniture construction?
- How is various furniture styles identified?
- What factors influence changes in furniture design?
- What appliances and electronics are essential for the home?
- How can an interior design be created and presented?

## Enduring Understandings

- Creating a pleasing environment successfully utilizes the elements and principles of design. Good design requires planning.
- Selecting the appropriate backgrounds and home furnishings requires an understanding of textiles and fibers that are used to make them.
- When choosing furniture styles and evaluating furniture construction it is necessary to examine the design characteristics of function, construction and aesthetics.

## Alignment to NJCCCS

1.3.D.1  
9.2.F.4  
8.1.B.5-12  
9.2.F.4  
9.2.A.1-5; B.1-3; C.1-2  
1.5.A.1  
9.2.E.2-3, 5

## Key Concepts and Skills

- Elements of design
- Color
- Principles of design
- Flooring
- Wall treatments
- Textiles
- Furniture styles and construction
- Arranging and selecting furniture
- Windows and window treatments
- Lighting
- Accessories
- Appliances and electronics
- Planning and presenting interior designs

## Learning Activities

- Worksheet assignments
- Lecture and discussion
- Paint color wheel, monochromatic color harmony and tints and shades.
- Identify, cut and paste examples of color harmonies, principles of design, window styles, window treatments, lighting types, accessories and furniture styles.
- Complete apartment plan project.
- Plan and present an interior design.
- Guest speaker

## Assessments

- Worksheet assignments
- Quizzes
- Student responses during lecture and class discussions will be evaluated for comprehension.
- All learning activities will be graded or evaluated.

## 21<sup>st</sup> Century Skills

|          |            |          |                      |          |                |          |               |
|----------|------------|----------|----------------------|----------|----------------|----------|---------------|
| <b>x</b> | Creativity | <b>x</b> | Critical Thinking    | <b>x</b> | Communication  | <b>x</b> | Collaboration |
| <b>x</b> | Skills     | <b>x</b> | Information Literacy | <b>x</b> | Media Literacy |          |               |

## Interdisciplinary Connections

- Math skills
- Reading skills
- Research skills

## Technology Integration

Technology will be used to research various aspects of the interior of a home.

|   |                |          |                      |          |                |          |               |
|---|----------------|----------|----------------------|----------|----------------|----------|---------------|
| <b>Time Frame</b>   | <b>3 Weeks</b> |          |                      |          |                |          |               |
| <b>Topic</b>  |                |          |                      |          |                |          |               |
| A Safe and Attractive Environment   |                |          |                      |          |                |          |               |
| <b>Essential Questions</b>  |                |          |                      |          |                |          |               |
| <ul style="list-style-type: none"> <li>• What are the types and causes of the most frequent home accidents?</li> <li>• How do you make a home safe and secure?</li> <li>• How do you properly maintain a home?</li> <li>• What are the categories of the outdoor areas of a home?</li> <li>• How can you create an attractive outdoor environment?</li> </ul>                       |                |          |                      |          |                |          |               |
| <b>Enduring Understandings</b>  |                |          |                      |          |                |          |               |
| <ul style="list-style-type: none"> <li>• By keeping your home clean and in good repair, living there will be a more pleasant and healthful experience.</li> <li>• Creating an attractive outdoor environment will add pleasure to your homeowner experience.</li> </ul>   |                |          |                      |          |                |          |               |
| <b>Alignment to NJCCCS</b>  |                |          |                      |          |                |          |               |
| 9.2.F.1-5<br>9-12.9.1.12.A.1  |                |          |                      |          |                |          |               |
| <b>Key Concepts and Skills</b>  |                |          |                      |          |                |          |               |
| <ul style="list-style-type: none"> <li>• The outdoor living space and environment</li> <li>• Home safety and security</li> <li>• Maintaining a home</li> <li>• Trends in housing design and technology</li> </ul>   |                |          |                      |          |                |          |               |
| <b>Learning Activities</b>  |                |          |                      |          |                |          |               |
| <ul style="list-style-type: none"> <li>• Lecture and class discussion</li> <li>• Complete the chapter study guides</li> <li>• Student workbook activities</li> <li>• Guest speaker-insurance agent, contractor</li> <li>• Internet research- trends in housing design and technology</li> <li>• Portfolio- develop an evacuation plan and a cleaning schedule for a home</li> </ul> |                |          |                      |          |                |          |               |
| <b>Assessments</b>  |                |          |                      |          |                |          |               |
| <ul style="list-style-type: none"> <li>• Written tests and quizzes</li> <li>• Worksheets</li> <li>• Project assessments</li> <li>• Article summaries</li> <li>• Responses to discussion questions will be evaluated for comprehension</li> </ul>  |                |          |                      |          |                |          |               |
| <b>21<sup>st</sup> Century Skills</b>   |                |          |                      |          |                |          |               |
| <b>x</b>  | Creativity     | <b>x</b> | Critical Thinking    | <b>x</b> | Communication  | <b>x</b> | Collaboration |
| <b>x</b>  | Skills         | <b>x</b> | Information Literacy | <b>x</b> | Media Literacy |          |               |
| <b>Interdisciplinary Connections</b>  |                |          |                      |          |                |          |               |
| Reading skills, math skills   |                |          |                      |          |                |          |               |
| <b>Technology Integration</b>   |                |          |                      |          |                |          |               |
| Internet will be used to research trends in housing design and technology   |                |          |                      |          |                |          |               |

|  |               |          |                      |          |                |          |               |
|--|---------------|----------|----------------------|----------|----------------|----------|---------------|
| <b>Time Frame</b>  | <b>1 Week</b> |          |                      |          |                |          |               |
| <b>Topic</b>   |               |          |                      |          |                |          |               |
| Careers in Housing and Interiors   |               |          |                      |          |                |          |               |
| <b>Essential Questions</b>   |               |          |                      |          |                |          |               |
| <ul style="list-style-type: none"> <li>• What career opportunities are available in the interior design field?</li> <li>• To what extent does training and education affect securing and succeeding in a career?</li> </ul>  |               |          |                      |          |                |          |               |
| <b>Enduring Understandings</b>   |               |          |                      |          |                |          |               |
| Successful workers share certain qualities and competition is great, but the qualified applicant will get the position.  |               |          |                      |          |                |          |               |
| <b>Alignment to NJCCCS</b>   |               |          |                      |          |                |          |               |
| 8.1.A.2<br>9.1.A.1-5, B.1-5<br>9.1.1-4<br>9.2.A.1-4, B.1-3, C.1-2, E.1   |               |          |                      |          |                |          |               |
| <b>Key Concepts and Skills</b>   |               |          |                      |          |                |          |               |
| <ul style="list-style-type: none"> <li>• Researching careers</li> <li>• Navigating career clusters</li> <li>• Identifying career interests</li> <li>• Researching job requirements</li> <li>• Preparing for career success</li> <li>• Resumes</li> <li>• Career dress</li> <li>• Job search</li> <li>• Interviewing for a job</li> </ul> |               |          |                      |          |                |          |               |
| <b>Learning Activities</b>   |               |          |                      |          |                |          |               |
| <ul style="list-style-type: none"> <li>• Lecture and class discussion</li> <li>• Complete the chapter study guides</li> <li>• Student workbook activities</li> <li>• Guest speaker-guidance counselor, real estate agent, interior designer</li> <li>• Portfolio- create a cover letter and resume for a job</li> </ul>                  |               |          |                      |          |                |          |               |
| <b>Assessments</b>   |               |          |                      |          |                |          |               |
| <ul style="list-style-type: none"> <li>• Written tests and quizzes</li> <li>• Worksheets</li> <li>• Project assessments</li> <li>• Article summaries</li> <li>• Responses to discussion questions will be evaluated for comprehension</li> </ul>   |               |          |                      |          |                |          |               |
| <b>21<sup>st</sup> Century Skills</b>  |               |          |                      |          |                |          |               |
| <b>x</b>   | Creativity    | <b>x</b> | Critical Thinking    | <b>x</b> | Communication  | <b>x</b> | Collaboration |
| <b>x</b>   | Skills        | <b>x</b> | Information Literacy | <b>x</b> | Media Literacy |          |               |
| <b>Interdisciplinary Connections</b>   |               |          |                      |          |                |          |               |
| Research skills, reading skills, math skills, job readiness skills   |               |          |                      |          |                |          |               |
| <b>Technology Integration</b>  |               |          |                      |          |                |          |               |
| The internet will be used to research careers.   |               |          |                      |          |                |          |               |

|  |                |          |                      |          |                |          |               |
|--|----------------|----------|----------------------|----------|----------------|----------|---------------|
| <b>Time Frame</b>  | <b>3 Weeks</b> |          |                      |          |                |          |               |
| <b>Topic</b>   |                |          |                      |          |                |          |               |
| House Design Final Project   |                |          |                      |          |                |          |               |
| <b>Essential Questions</b>   |                |          |                      |          |                |          |               |
| <ul style="list-style-type: none"> <li>• What are the key elements you desire in a house?</li> <li>• What are your preferences in decorating?</li> <li>• How many people could live in your designed home?</li> <li>• Do you desire a one or two story home?</li> <li>• What housing style do you prefer?</li> </ul> |                |          |                      |          |                |          |               |
| <b>Enduring Understandings</b>   |                |          |                      |          |                |          |               |
| A house becomes a home when an individual designs and decorates it to meet their own and their family's personal needs and desires.  |                |          |                      |          |                |          |               |
| <b>Alignment to NJCCCS</b>   |                |          |                      |          |                |          |               |
| 9-12.9.1.12.A.1<br>9-12.9.1.12.1<br>LA.9-12.R1   |                |          |                      |          |                |          |               |
| <b>Key Concepts and Skills</b>   |                |          |                      |          |                |          |               |
| <ul style="list-style-type: none"> <li>• Architectural drawings</li> <li>• Kitchen design</li> <li>• Work triangle</li> <li>• Bathroom design</li> <li>• Appropriate symbols for a design</li> <li>• Drawing a house plan to scale</li> <li>• Creating a decorating plan</li> <li>• Presentation</li> </ul>          |                |          |                      |          |                |          |               |
| <b>Learning Activities</b>   |                |          |                      |          |                |          |               |
| Students will create and draw a house plan to scale and create a decorating plan for it.<br>Trip to Home Depot to collect samples for the project  |                |          |                      |          |                |          |               |
| <b>Assessments</b>   |                |          |                      |          |                |          |               |
| The project will be graded and count as 25% of the marking period grade.   |                |          |                      |          |                |          |               |
| <b>21<sup>st</sup> Century Skills</b>  |                |          |                      |          |                |          |               |
| <b>x</b>   | Creativity     | <b>x</b> | Critical Thinking    | <b>x</b> | Communication  | <b>x</b> | Collaboration |
| <b>x</b>   | Skills         | <b>x</b> | Information Literacy | <b>x</b> | Media Literacy |          |               |
| <b>Interdisciplinary Connections</b>   |                |          |                      |          |                |          |               |
| Math skills, drafting skills, reading skills   |                |          |                      |          |                |          |               |
| <b>Technology Integration</b>  |                |          |                      |          |                |          |               |
| The internet will be used to research details of the final project.  |                |          |                      |          |                |          |               |