ADVANCED INTERIOR DESIGN

Grades 9-12

Prerequisite: Interior Design

Credits: 2.5

ABSTRACT

This course expands upon concepts developed in Interior Design, such as the theoretical and technical knowledge of basic principles of pleasing interior design. Upon successful completion of this class, students will have mastered consideration of selection of furnishings, analysis of floor plans, functional design, aesthetic design, and allocation of interior space in relation to client needs. Additional concepts include professional presentation and evaluation of floor plans, furniture arrangements, wall elevations, color schemes, and lighting plans.

BOE approved 06/19/2018
<table>
<thead>
<tr>
<th>Unit of Study:</th>
<th>Careers</th>
<th>Influences on Interior Design</th>
<th>Review of the Elements and Principles of Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Title, timeframe, description)</td>
<td>2 weeks</td>
<td>2 weeks</td>
<td>2 weeks</td>
</tr>
<tr>
<td><strong>STAGE 1: Desired Results</strong></td>
<td><strong>Technology</strong></td>
<td><strong>Technology</strong></td>
<td><strong>Technology</strong></td>
</tr>
<tr>
<td>Enduring Understandings: (students will understand . . .)</td>
<td>● Career opportunities in the field of Interior Design require specialized education and training.</td>
<td>● Historical events and architectural trends affect housing and interior design.</td>
<td>● Creating a pleasing environment successfully utilizes the elements and principles of design.</td>
</tr>
<tr>
<td></td>
<td>● What types of entry level positions and career opportunities are available in the field of Interior Design?</td>
<td>● Advances in technology create changes in building materials, tools, and techniques of construction which impact the environment.</td>
<td>● Good design requires planning.</td>
</tr>
<tr>
<td></td>
<td>● What are the educational requirements/certifications required for careers in the field of Interior Design?</td>
<td>● Materials and construction are critical factors in quality of objects.</td>
<td></td>
</tr>
<tr>
<td>Essential (Guiding) Questions: (What provocative questions will foster inquiry, understanding, and transfer of learning?)</td>
<td>● What events in history have affected housing design?</td>
<td>● Why does design change?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● What architectural styles are associated with historical periods?</td>
<td>● How does color create moods and illusions?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● How have styles changed and evolved?</td>
<td>● How do design principles relate to the elements of design?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● What construction methods are used and how has technology affected construction?</td>
<td>● What are the elements of good design?</td>
<td></td>
</tr>
<tr>
<td><strong>STAGE 2: Evidence</strong></td>
<td><strong>Assessments &amp; Evidence:</strong> (Through what authentic performance tasks will students demonstrate the desired understandings?)</td>
<td>Project Rubrics</td>
<td>Pretest</td>
</tr>
<tr>
<td></td>
<td>● Written tests and quizzes</td>
<td>Presentation Rubrics</td>
<td>Oral questioning with discussion</td>
</tr>
<tr>
<td></td>
<td>● Worksheets</td>
<td>Written tests and quizzes</td>
<td>Anticipatory Set questions</td>
</tr>
<tr>
<td></td>
<td>● Project rubric and presentation</td>
<td>Discussions</td>
<td>Discussions</td>
</tr>
<tr>
<td></td>
<td>● Career evaluation review</td>
<td>Essays</td>
<td>Essays</td>
</tr>
<tr>
<td></td>
<td>● Discussions</td>
<td>Projects / Presentations</td>
<td>Projects / Presentations</td>
</tr>
<tr>
<td></td>
<td>● Essays</td>
<td>Portfolio</td>
<td>Portfolio</td>
</tr>
<tr>
<td></td>
<td>● Projects / Presentations</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### MONTVILLE TOWNSHIP PUBLIC SCHOOLS

#### STAGE 3: Learning Plan

**Learning Activities:**
*What specific activities will students do and what skills will students know as a result of the unit?*

<table>
<thead>
<tr>
<th>Portfolio</th>
<th>Benchmarks</th>
<th>Benchmarks</th>
</tr>
</thead>
</table>
| - Lecture and class discussion  
- Study guides and worksheets  
- Small group discussion  
- Guest speakers  
- Resume and cover letter development | - Lecture and classroom discussion  
- Study guides and worksheets  
- Reports and Projects  
- Oral presentations  
- Research assignments  
- Presentation Boards | - Lecture and classroom discussion  
- Study guides and worksheets  
- Written assignments  
- Research assignments  
- Projects  
- Illustrations  
- Oral presentations  
- Portfolio |

**Resources:**

| Classroom textbook  
Internet and videos  
Magazines and newspapers  
Community resources | Housing textbook  
Internet and videos  
Magazines and newspapers  
Community resources  
Classroom library of housing books  
Architectural textbooks | Housing textbook  
Internet and videos  
Magazines and newspapers  
Community resources  
Classroom library of housing books |

**Interdisciplinary Connections:** *(e.g. writing, literacy, math, science, history, 21st century life and careers, technology)*

| Literacy, writing, 21st century life and careers | Literacy, writing, history, science, technology, 21st century life and careers | Literacy, writing, history, science 21st century life and careers.  
**Cross Curricular**  
English | **Cross Curricular**  
English | **Cross Curricular**  
English  
| Writing responses and discussion notes  
Critique writing  
Open ended writing responses | Writing responses and discussion notes  
Critique writing  
Open ended writing responses | Writing responses and discussion notes  
Critique writing  
Open ended writing responses |

**Social Studies**
*Career options are discussed as they arise throughout the course  
Cultural aspects of leadership and team building*

| Career options are discussed as they arise throughout the course  
Cultural aspects of leadership and team building | Career options are discussed as they arise throughout the course  
Cultural aspects of leadership and team building | Career options are discussed as they arise throughout the course  
Cultural aspects of leadership and team building |

**Differentiation:** *(What type of differentiated instruction will be used for ELL, SP.ED. and G&T students?)*

| Sp. Ed.  
Students of various levels of ability coach one another in collaborative setting. | Sp. Ed.  
Students of various levels of ability coach one another in collaborative setting. | Sp. Ed.  
Students of various levels of ability coach one another in collaborative setting. |
| ELL | • ELL students will repeat instructions back to affirm understanding.  
• Students will receive worksheets on key phrases and words for the subject.  
• Students can use bilingual resources. |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>G&amp;T</td>
<td>• Gifted and talented students can participate in leadership roles, leading discussions and group efforts to solve leadership scenarios</td>
</tr>
</tbody>
</table>

---

| ELL | • ELL students will repeat instructions back to affirm understanding.  
• Students will receive worksheets on key phrases and words for the subject.  
• Students can use bilingual resources. |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>G&amp;T</td>
<td>• Gifted and talented students can participate in leadership roles, leading discussions and group efforts to solve leadership scenarios</td>
</tr>
</tbody>
</table>

---

| G&T | • Gifted and talented students can participate in leadership roles, leading discussions and group efforts to solve leadership scenarios |
# Unit of Study

<table>
<thead>
<tr>
<th>Interior Housing Features</th>
<th>Exterior Housing Features</th>
<th>Design and Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3 weeks</strong></td>
<td><strong>3 weeks</strong></td>
<td><strong>3 weeks</strong></td>
</tr>
</tbody>
</table>

## STAGE 1: Desired Results

### Established Goals:

**NJSLS:** (include technology and 21st century standards)

<table>
<thead>
<tr>
<th>Technology</th>
<th>Technology</th>
<th>Technology</th>
</tr>
</thead>
</table>

### Enduring Understandings:

*Students will understand...*

- There are many strategies for improving home safety and security, including those with special needs and those of various age groups.
- Various types of lighting should be considered during residential planning.
- Stairs and halls are designed to provide access to various areas of a structure.
- Preserving the natural environment is essential for our wellbeing.
- Good landscaping creates a functional outdoor living environment.
- Universal design features are incorporated when planning residential and commercial kitchen, bath, and special purpose spaces.
- Professionals in design use visual presentation methods to communicate their ideas.

### Essential (Guiding) Questions:

*What provocative questions will foster inquiry, understanding, and transfer of learning?*

- What types of construction and materials are used in furniture design?
- What considerations are made when evaluating and purchasing household equipment?
- What options are available when shopping for furnishings?
- What is the function of lighting?
- What are the guidelines for choosing lighting?
- What are the basic types of stairways and how do you evaluate stairway construction?
- What design elements and principles are applied to stairway design?
- What are alternative energy sources?
- How can alternative energy sources be used in construction?
- Why is there a need for energy conservation?
- How can outdoor areas expand living space?
- How can landscaping enhance a structure?
- What are the characteristics and functions of plants used in landscape design?
- How are the elements and principles used in planning landscape design?
- What are the basic design principles for efficient kitchen, bath, and special purpose spaces?
- What are considerations for selection of countertops, cabinets, and fixtures? How can universal design features be incorporated in the design of kitchen, bath, and special purpose spaces?
- What are the methods and materials used to communicate structure and design ideas?
- What are the types of drawings used to present design ideas?

## STAGE 2: Evidence

### Assessments & Evidence:

- Project Rubrics
- Presentation Rubrics
- Written tests and quizzes
- Project Rubrics
- Presentation Rubrics
- Written tests and quizzes
- Project Rubrics
- Presentation Rubrics
- Written tests and quizzes
**STAGE 3: Learning Plan**

**Learning Activities:**
(What specific activities will students do and what skills will students know as a result of the unit?)

- Lecture and classroom discussion
- Study guides and worksheets
- Written assignments
- Research assignments
- Projects
- Illustrations
- Oral presentations
- Presentation Boards
- Portfolio
- Discussions
- Essays
- Projects / Presentations
- Benchmarks

- Lecture and classroom discussion
- Study guides and worksheets
- Written assignments
- Research assignments
- Projects
- Illustrations
- Oral presentations
- Presentation Boards
- Discussions
- Essays
- Projects / Presentations
- Portfolio
- Benchmarks

- Lecture and classroom discussion
- Written assignments
- Research assignments
- Projects
- Illustrations
- Oral presentations
- Presentation Boards
- Discussions
- Essays
- Projects / Presentations
- Portfolio
- Benchmarks

- Lecture and classroom discussion
- Written assignments
- Research assignments
- Projects
- Illustrations
- Oral presentations
- Presentation Boards
- Discussions
- Essays
- Projects / Presentations
- Portfolio
- Benchmarks

- Lecture and classroom discussion
- Written assignments
- Research assignments
- Projects
- Illustrations
- Oral presentations
- Presentation Boards
- Discussions
- Essays
- Projects / Presentations
- Portfolio
- Benchmarks

**Resources:**

- Housing textbook
- Internet and videos
- Magazines and newspapers
- Community resources
- Classroom library of housing books
- Architectural textbooks
- Classroom supplies

- Housing textbook
- Internet and videos
- Magazines and newspapers
- Community resources
- Classroom library of housing books
- Architectural textbooks
- Classroom supplies

- Housing textbook
- Internet and videos
- Magazines and newspapers
- Community resources
- Classroom library of housing books
- Architectural textbooks
- Classroom supplies

**Interdisciplinary Connections:** (e.g. writing, literacy, math, history, science, technology, 21st century life and careers)

- Literacy, writing, math, history, science, technology, 21st century life and careers

- Literacy, writing, math, history, science, technology, 21st century life and careers

- Literacy, writing, math, history, science, technology, 21st century life and careers

**Cross Curricular**

**English**
- Writing responses and discussion notes
- Critique writing
- Open ended writing responses

**Cross Curricular**

**English**
- Writing responses and discussion notes
- Critique writing
- Open ended writing responses

**Cross Curricular**

**English**
- Writing responses and discussion notes
- Critique writing
- Open ended writing responses

**Cross Curricular**

**English**
- Writing responses and discussion notes
- Critique writing
- Open ended writing responses
### Social Studies
- Career options are discussed as they arise throughout the course
- Cultural aspects of leadership and team building

### Differentiation:
(What type of differentiated instruction will be used for ELL, SP.ED. and G&T students?)

<table>
<thead>
<tr>
<th>Sp. Ed.</th>
<th>ELL</th>
<th>G&amp;T</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students of various levels of ability coach one another in collaborative setting.</td>
<td>ELL students will repeat instructions back to affirm understanding.</td>
<td>Gifted and talented students can participate in leadership roles, leading discussions and group efforts to solve leadership scenarios</td>
</tr>
<tr>
<td>Frequent monitoring by teacher to determine when and how to adjust instruction in order to provide support that promotes student development.</td>
<td>Students will receive worksheets on key phrases and words for the subject.</td>
<td>G&amp;T students can use bilingual resources.</td>
</tr>
<tr>
<td>Students will be placed into groups of similar ability and skill to help self-monitor and motivate skill development.</td>
<td>Students can use bilingual resources.</td>
<td>Gifted and talented students can participate in leadership roles, leading discussions and group efforts to solve leadership scenarios</td>
</tr>
</tbody>
</table>

### Social Studies
- Career options are discussed as they arise throughout the course
- Cultural aspects of leadership and team building

### Sp. Ed.
- Students of various levels of ability coach one another in collaborative setting.
- Frequent monitoring by teacher to determine when and how to adjust instruction in order to provide support that promotes student development.
- Students will be placed into groups of similar ability and skill to help self-monitor and motivate skill development.

### ELL
- ELL students will repeat instructions back to affirm understanding.
- Students will receive worksheets on key phrases and words for the subject.
- Students can use bilingual resources.

### G&T
- Gifted and talented students can participate in leadership roles, leading discussions and group efforts to solve leadership scenarios

### Social Studies
- Career options are discussed as they arise throughout the course
- Cultural aspects of leadership and team building

### Sp. Ed.
- Students of various levels of ability coach one another in collaborative setting.
- Frequent monitoring by teacher to determine when and how to adjust instruction in order to provide support that promotes student development.
- Students will be placed into groups of similar ability and skill to help self-monitor and motivate skill development.

### ELL
- ELL students will repeat instructions back to affirm understanding.
- Students will receive worksheets on key phrases and words for the subject.
- Students can use bilingual resources.

### G&T
- Gifted and talented students can participate in leadership roles, leading discussions and group efforts to solve leadership scenarios.