

Housing & Interior Design	Course Code 090109				
Course Description					
<i>This course provides instruction in the physical, physiological and social influences of housing styles and option; exterior and interior design; selection, use and care of home furnishings and equipment; use of available resources for achieving improved living space to meet individual and family needs; and exposure to careers related to housing and interior design.</i>					
Program of Study to which the course applies					
<i>Architecture and Construction</i>					
	Course Content	Crosswalk to Common Core Academic Standards	Crosswalk to Nebraska Academic Standards	Crosswalk to Nebraska Career Readiness Standards	Crosswalk Clarification
Standard 1	The student will analyze career paths within the housing, interior design, and furnishings industries.				
Benchmark 1.1	Explain the roles and functions of individuals engaged in housing and interior design careers.	ELA.WHST.11–12.2.b ELA.SL.11–12.4	LA.12 2.1.b LA.12.3.1.a	CR.2.B.1 CR.2.C.1	When students <i>explain</i> information or ideas, they communicate their knowledge through either speaking or writing. To demonstrate full knowledge on the topic, students’ written or oral presentations must include all the main ideas and relevant details on the subject (CC: ELA.WHST.11–12.2.b, ELA.SL.11–12.4; NE: CR.2.B.1, CR.2.C.1, LA.12 2.1.b, LA.12.3.1.a).
Sample Performance Indicator 1.1.1	Interview people who are employed as housing and interior design professionals and create presentation of the class findings.				

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Sample Performance Indicator 1.1.2	Explore professional ethics and write sample scenarios that involve ethical challenges within the housing and interior design industry.				
Benchmark 1.2	Analyze career paths and opportunities for employment and entrepreneurial endeavors.		SS.12.2.6.b SS.12.2.6.d	CR.1.B.1 CR.1.C.2 CR.5.A.1 CR.10.A.1	
Sample Performance Indicator 1.2.1	Summarize education, training, and credentialing requirements and opportunities for career paths in housing and interior design.				
Sample Performance Indicator 1.2.2	Research a variety of websites for employment opportunities. i.e. Nebraska Career Connections, NECIS, Bridges, Occupational Outlook Handbook. Dictionary of Occupational Titles etc.				
Standard 2	The student will evaluate client's needs, goals, and resources in creating design plans for housing and residential and commercial interiors.				
Benchmark 2.1	Critique design plans to address client's needs, goals and resources.			CR.4.A.2 CR.4.B.2 CR.5.A.3	

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Sample Performance Indicator 2.1.1	Recommend alternative housing options for various clients.				
Sample Performance Indicator 2.1.2	Tour residential interiors and evaluate for a client's needs.				
Sample Performance Indicator 2.1.3	Analyze case studies and locate floor plans for various clients.				
Benchmark 2.2	Assess client's community, family, and financial resources needed to achieve housing and interior design goals.	NA	NA	CR.1.C.2 CR.4.A.2 CR.5.A.1	
Sample Performance Indicator 2.2.1	Review the information provided through community speakers such as bankers, city planners, economic development, chamber etc.				
Sample Performance Indicator 2.2.2	Identify community resources needed by individuals and families to make housing decisions. i.e. proximity of schools, medical facility, parks, shopping, recreation etc.				
Standard 3	The student will analyze design and development of architecture, interiors, and furnishings through the ages.				

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Benchmark 3.1	Describe features of furnishings that are characteristic of various historical periods.	ELA.WHST.11–12.2.b ELA.SL.11–12.4	LA.12.2.1.b LA.12.3.1.a	CR.2.B.1 CR.2.C.1	When students <i>describe</i> information or ideas, they communicate their knowledge through either speaking or writing. To demonstrate full knowledge on the topic, students' written or oral presentations must include all the main ideas and relevant details on the subject (CC: ELA.WHST.11–12.2.b, ELA.SL.11–12.4; NE: CR.2.B.1, CR.2.C.1, LA.12.2.1.b, LA.12.3.1.a).
Sample Performance Indicator 3.1.1	Create a timeline to illustrate the typical housing/furniture etc. of each era.				
Sample Performance Indicator 3.1.2	Create a matching activity to recognize a furniture style and its historical era.				
Benchmark 3.2	Illustrate the development of architectural styles and details throughout history.	NA	SS.12.4.1.b–c	NA	
Sample Performance Indicator 3.2.1	Create a picture portfolio roof lines and building types. i.e. gable, gambrel, mansard, shed, hip, flat; split - level, etc.				
Sample Performance Indicator 3.2.2	Create a picture portfolio of architectural styles. i.e. Victorian, Tudor, Salt Box, Dutch Colonial, Craftsman, Contemporary, Federal, Empire etc.				

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Standard 4	The student will demonstrate design, construction document reading, and space planning skills required for the housing, interior design and furnishings industries.				
Benchmark 4.1	Interpret information provided on construction documents.	ELA.RST.11-12.7	LA.12.1.6.f MA.12.2.5.c	CR.1.C.2 CR.5.A.1	Alignment presumes that students will convert between units of area and volume to interpret measurements shown on blueprints of an existing building (NE: MA.12.2.5.c).
Sample Performance Indicator 4.1.1	Examine the blueprints of existing building to recognize architectural markings, plumbing and electrical markings etc.				
Sample Performance Indicator 4.1.2	Identify the changes in elevation, construction materials, landscaping, architectural details etc. on a blueprint.				
Benchmark 4.2	Evaluate floor plans for efficiency and safety in areas including but not limited to zones, traffic patterns, storage, and electrical, and mechanical systems.	ELA.RST.11-12.7	LA.12.1.6.f	CR.1.C.2 CR.5.A.1 CR.3.B.4	
Sample Performance Indicator 4.2.1	Use an existing floor plan, color code the various living zones.				

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Sample Performance Indicator 4.2.2	Use an existing floor plan color code or draw in the major and minor traffic patterns.				
Sample Performance Indicator 4.2.3	Use an existing floor plan to identify the storage spaces and their intended use.				
Sample Performance Indicator 4.2.3	Using an existing floor plan, create a fire escape plan.				
Benchmark 4.3	Draft an interior space to scale using architecture symbols.	NA	MA.12.2.4.b MA.12.2.5.b	CR.1.A.4 CR.4.A.2 CR.6.A.1	
Sample Performance Indicator 4.3.1	Draw a room and its architectural features to a 1/4" = 1' scale.				
Sample Performance Indicator 4.3.2	Draw architectural symbols to designate various interior design features. i.e. shower, windows, doors, bathtub, sink, upper and lower cabinets, appliances etc.				
Benchmark 4.4	Arrange furniture/fixtures/appliance placement with reference to principles of design, traffic flow, activity, and existing architectural features.	NA	NA	CR.1.A.4 CR.4.A.2 CR.6.A.1	
Sample Performance Indicator 4.3.1	Using the NKBA (National Kitchen and Bath Association Standards), design efficient and functional bath and kitchen space.				

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Sample Performance Indicator 4.3.2	Arrange furniture and/or furniture groupings using the recommended space guidelines.				
Standard 5	The student will apply housing and interior design knowledge, skills and processes to meet specific design needs.				
Benchmark 5.1	Analyze product information, including but not limited to floor coverings, wall coverings, textiles, window treatments, furniture, lighting fixtures, kitchen and bath fixtures and equipment.	NA	NA	CR.1.C.2 CR.5.A.1 CR.6.A.1	
Sample Performance Indicator 5.1.1	Participate in field trips to local retail outlets i.e. home improvements stores, furniture stores, flooring stores etc. to examine product information.				
Sample Performance Indicator 5.1.2	Select samples of all products needed to design the living space for their client.				
Sample Performance Indicator 5.1.3	Demonstrate measuring, estimating, ordering, purchasing, pricing, and repurposing skills.				

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Standard 6	The student will evaluate housing and design concepts.				
Benchmark 6.1	Evaluate the use of elements of design.	NA	NA	CR.1.C.2 CR.4.B.2	
Sample Performance Indicator 6.1.1	Create a portfolio to illustrate examples of all the elements of design.				
Sample Performance Indicator 6.1.2	Identify color schemes.				
Benchmark 6.2	Evaluate the use of principles of design.		MA.12.2.4.a MA.12.2.4.b	CR.1.C.2 CR.5.A.1 CR.6.A.1	
Sample Performance Indicator 6.2.1	Create a portfolio to illustrate examples of all the principles of design.				
Sample Performance Indicator 6.2.2	Identify how each of the principles apply to design.				
Standard 7	The student will apply design knowledge, skills, processes, and oral, written, and visual presentation skills to communicate design ideas.				
Benchmark 7.1	Prepare visual presentations to communicate the design concept to the client.	ELA.SL.11-12.5	LA.12.3.1.c	CR.2.C.1 CR.6.A.1	
Sample Performance Indicator 7.1.1	Prepare sketches, elevations, and renderings for a specific design project using appropriate media.				

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Sample Performance Indicator 7.1.2	Identify color schemes by looking at various room pictures.				
Benchmark 7.2	Prepare an oral and/or written presentation of the design concept.	ELA.WHST.11-12.2 ELA.SL.11-12.4-6	LA.12.2.2 LA.12.3.1	CR.2.B.1 CR.2.C.1 CR.6.A.1	
Sample Performance Indicator 7.2.1	Describe how the elements and principles of design were used in their design concept.				
Sample Performance Indicator 7.2.2	Role play the designer - client relationship and communicate the design concept to the client.				
Sample Performance Indicator 7.2.3	Use the National FCCLA Interior Design STAR Project to prepare the presentation.				

Key Code Source

NASAFACS National Standards for Family and Consumer Sciences Education.

FCCLA Family, Career, and Community Leaders of America

NKBA National Kitchen and Bath Standards

nasafacs.org
www.fcclainc.org
www.indykitchendesigner.com/pdf/kitchenguideline.pdf

Additional Resources for Educators

Suggestions for innovative teaching and learning strategies

Related Assessments

Extended Learning Opportunities

Professional Development Opportunities

Community Links/Resources available

4-H, FCCLA Handbook page 52;

FCCLA STAR events

Home Improvement Retail Outlets,
Cooperative Extension Services,
Architectural or Building Firms, Retail
furniture stores

<i>First Name</i>	<i>Last Name</i>	<i>Organization/School Representing</i>
Barbara	Swarthout	Elkhorn High School
Cheryl	Timm	Pierce Public Schools
Kathy	Gifford	Kearney Public Schools
Karen	Kropp	Grand Island Senior High
Susan	Broderson	Hartington Public Schools

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