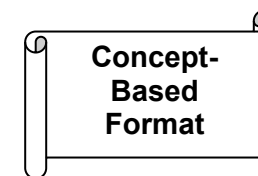




# Washington Township Public Schools

## Office of Curriculum & Instruction

### Curriculum Guide Checklist



**Course Title:** Housing and Interior Design

**Submitted By:** Simone Scafide-Wong

**Date:** 8/24/2016

**(Elementary Director or /MS/HS Dept Supervisor please check)**

Acceptable	Not Acceptable	N/A		Comments
			I. Cover Page (Course Description)	
			II. Demonstrable Proficiencies (MS & HS only)	
			III. Scope & Sequence (Elementary only)	
			IV. List of Major Units of Study	
			V. (For each unit of study include the following A-E)	
			A. Unit Overview	
			B. Unit Graphic Organizer (Web)	
			C. Unit Plan	
			1. Topics/Concepts	
			2. Critical Content	
			3. Skill Objectives	
			4. Learning Activities	
			5. Instructional Resources with Title and Page Number	
			6. Evaluation/Assessment	
			7. Core Curriculum Standards/Cumulative Progress Indicator References	
			D. Lesson Plan Detail (Elementary Only)	
			E. Cross-Content Standards Analysis	
			D. Curriculum Modification Page Insert	

**Approval: Principal:** \_\_\_\_\_

**Curriculum Director:** \_\_\_\_\_

**Asst. Superintendent:** \_\_\_\_\_

**Department Supervisor:** \_\_\_\_\_

**Board of Education:** \_\_\_\_\_

**PLEASE NOTE:** A completed and signed checklist MUST accompany any course of study that is submitted for approval.

# Washington Township Public Schools

## Office of Curriculum & Instruction

**Course:** Housing and Interior Design

**Written By:** Simone Scfide-Wong

**Under the Direction of:** Steven Whalen

**Description:** HOUSING AND INTERIOR DESIGN is a five (5) credit course open to students in grades 9-12. This course is intended to give students an understanding of housing from a design and architectural point of view. Students will begin the course by exploring housing and the universal need for shelter. The influence of history and culture on today's architectural designs will be discussed, as will 21<sup>st</sup> century housing trends.

The major focus of the course is on the interior use of space. Through a variety of hands-on projects students will learn and apply the principles and elements of design; from redesigning existing space to creating new space. They will develop a portfolio and practice many of the techniques designers use. Computer aided design will be used extensively throughout the course. Students will have the opportunity to solve real world problems, analyze designs, and practice higher order thinking skills through the planning, development and evaluation of design problems and solutions.

Students interested in design are encouraged to investigate this course. This class is a prerequisite for Architectural Design Systems taught by the Technology Education Department. Students enrolled in this course are eligible to participate in the FCCLA leadership program. This course satisfies the high school practical arts requirement.

**Joseph A. Vandenberg:** *Assistant Superintendent for Curriculum & Instruction*

**Barbara E. Marciano:** *Director of Elementary Education*

**Jack McGee:** *Director of Secondary Education*

**Written:** \_\_\_\_\_

**Revised:** AUGUST 2016

**BOE Approval:** \_\_\_\_\_

# DEMONSTRABLE PROFICIENCIES

**COURSE TITLE:** Housing and Interior Design

## **CLASSWORK REQUIREMENTS**

- A. Notebooks, classwork, homework, tests, quizzes, individual and cooperative project work, written and oral reports, awareness of safety and class rules, organization, neatness and class participation

## **ATTITUDE & BEHAVIOR**

- A. Use listening skills.
- B. Follow directions (verbal, written and teacher demonstration).
- C. Use time wisely by staying on task and pacing oneself daily.
- D. Complete assignments and projects in a timely and acceptable manner.
- E. Respect oneself and appreciate the efforts of others.
- F. Conduct oneself in a safe and prudent manner.
- G. Respect equipment and property of others.
- H. Behave in accordance with the code of the student handbook.
  - I. Put forth effort, exhibit patience and perseverance.
- J. Maintain a positive attitude and good work habits.
- K. Participate in the daily maintenance and appearance of the classroom.
- L. Show pride in work.

## **COURSE OBJECTIVES/OVERVIEW**

### **A. COURSE CONTENT**

- 1. Physical and psychological needs that housing fulfills
- 2. Cultural and societal influences on housing
- 3. Technological advances in housing
- 4. Understand terminology used in the design field
- 5. Development of architectural drawings
- 6. Design presentation
- 7. Elements and principles of design
- 8. Design rules and guidelines for the various areas of the home
- 9. Use of decorative elements to create mood
- 10. Furniture styles: past and present
- 11. Kitchen and bath design
- 12. Exterior design and architectural history
- 13. Career opportunities in housing and design fields

### **B. SKILLS**

- 1. Think critically and problem solve.
- 2. Use the decision making process.
- 3. Use technology.
- 4. Access and research information.
- 5. Practice self-management.
- 6. Communicate effectively.
- 7. Develop career awareness.

8. Develop employability skills.
9. Interpret architectural drawings.
10. Create original design plans.
11. Apply principles and elements of design.
12. Work safely in the class environment.
13. Listen effectively.
14. Develop note taking skills.
15. Produce samples of formal writing.
16. Perform math as related to design.
17. Demonstrate appropriate use of classroom equipment.

### C. APPRECIATION OF CONCEPTS

1. Understand the importance of practicing safety procedures when using classroom equipment.
2. Appreciate that housing satisfies both physical and psychological needs of families and individuals.
3. Understand that housing affects the quality of life.
4. Recognize that housing needs change through the life cycle.
5. Understand the impact of technology on housing and the design industry.
6. Recognize good design.
7. Recognize the importance of form following function.
8. Understand that design must meet the needs of the person using that space.
9. Understand that housing and design is a very diverse field of study and offers many opportunities for employment.

## ATTENDANCE

Attendance: Refer to Board of Education Policy

## GRADING PROCEDURES

### A. Criteria:

- 30% Classwork / Homework
- 30% Tests, Quizzes
- 30% Projects / Class Participation / Reports
- 10% Notebooks

### B. All work missed due to class absence is required to be made-up as per student handbook.

### C. Points will be deducted for late work as per class rules and guidelines.

### D. All students will maintain a notebook of activities. Notebook will serve as a portfolio of topics studied and will be collected on a regular basis.

**Semester 1** Grade (S1) is calculated:

(50% of Y1)

MP1=20%, MP2= 20%,

"Mid-term"(X1) exam= 10%

**Semester 2** Grade (S2) is calculated:

(50% of Y1)

MP3= 20%, MP4= 20%

Final (X2) exam = 10%

**Final Grade** (Y1) is calculated:  
 $S1 + S2 = Y1$

# MAJOR UNITS OF STUDY

**Course Title:** Housing and Interior Design

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- I. Housing Self and Family
- II. Drafting and Design: Skills and Techniques
- III. Elements and Principles of Design
- IV. Creating Functional Space
- V. The Decorative Elements
- VI. Kitchen and Bath Design
- VII. Architecture and Exteriors
- VIII. Careers in Housing

# **Unit Overview**

**Course Title:** Housing and Interior Design

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**Unit #:** UNIT 1 OVERVIEW    **Unit Title:** Housing Self and Family

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## **Unit Description:**

Students will be introduced to the classroom, lab and supplemental equipment, safety procedures, and course expectations.

As families move through the family life cycle, they will make many housing decisions. Students will examine how housing satisfies both physical and psychological needs of the family. They will explore how culture influences our living environment, and how technology has influenced today's structures and the housing industry.

## **Enduring Understandings/Generalizations**

### **Students will understand that:**

1. Housing satisfies many needs of individuals and families.
2. As a person moves through the family life cycle, their housing needs change.
3. Changing family structures and roles are factors that affect housing choices.
4. The goal of universal design is to make housing functional for all, regardless of physical abilities.
5. Technology is helping to create more useful and efficient features and systems in the home.

### **Guiding Questions**

1. How does housing help meet people's physical and psychological needs?
2. Why do housing needs tend to vary during the course of the family life cycle?
3. What societal changes have influenced housing in America?
4. What are some examples of smart home technology?

# Curriculum Unit Plan

Course Title/Grade: Housing and Interior Design

Core Content Standards & Cumulative Progress Indicators

Unit Number/Title: I. Housing Self and Family

Conceptual Lens:

Appropriate Time Allocation:

3 Week(s)

SEE CROSS  
CONTENT  
STANDARD  
ANALYSIS

Topics/Concepts (Appropriate Time Allocation)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Learning Activities & Instructional Resources	Evaluation/ Assessment	CCS/ CPI
1. Course Introduction	A. Course Overview B. Class Rules C. Safety Procedures D. Specialty Equipment	1. List rules of safe conduct in the classroom.  Identify different tools and equipment that will be used during year.  Follow emergency evacuation procedures.  Safely use classroom equipment.	1. Read and discuss classroom rules and procedures.  Demonstrate proper use of classroom tools and equipment.  Identify fire safety equipment; how and when it's used.  Students will complete checklist of safe and unsafe classroom practices.	Classwork: -Chap. 1 -Chap. 2 -Chap. 3 -Home Hunter  Test: -Safety -Housing and Human Needs  Notebook	
2. The Need for Housing	A. Physical B. Psychological C. Through the Lifespan 1. Family Life Cycle 2. Universal Design	2. Define housing and briefly describe how it has evolved.  Analyze the basic physical and psychological needs that housing satisfies.  Compare and contrast housing needs among people of different ages and life stages.  Assess the importance of building homes following the concept of universal design.	2. Read <u>Homes and Interiors</u> chapter 1 and complete related worksheets. Discuss.  Word Association Activity: Given term "home", students to give first word to come to mind. Write on board. Follow up with discussion on how home means different things to different people.  Home Hunter Activity: Match homes to family based upon lifestyle, type and size of family, and stage in the family life cycle.	Observation of proper use of specialty equipment  Observation of group cooperation and interaction  Rubric for Research Activities and Reports	



<b>Topics/Concepts</b> (Appropriate Time Allocation)	<b>Critical Content</b> (Students Will Know:)	<b>Skill Objectives</b> (Students Will Be Able To:)	<b>Learning Activities &amp; Instructional Resources</b>	<b>Evaluation/ Assessment</b>	<b>CCS/ CPI</b>
3. Culture and Society	A. Types of Families B. Cultural Views and Values C. Societal Influences	3. List and describe the different type of family structures.  Discuss how housing reflects cultural views and values.  Identify social trends that affect housing.  Compare and contrast city living and country living.	Discuss universal design concepts and specific design modifications.  3. Read <u>Homes and Interiors</u> chapter 2 and complete related worksheets. Discuss.  Dept video on cultural influences on housing.  PowerPoint presentation of homes from different parts of the world. Students to guess where home might be located.  Discussion on homes and lifestyles. Ask students where they would like to live and why.	Participation in class discussions	
4. Housing and Technology	A. Smart House Technology	4. Evaluate the role of technology in homes today.  List types of smart home technology.	4. Read <u>Homes and Interiors</u> chapter 3 (pgs. 71-75) and complete related worksheets. Discuss.  Students to identify examples of smart home technology found in their homes.  Make predictions of future home technology.  <b>Other related activities as appropriate:</b> Department videos, textbook and teacher made worksheets, lecture/discussion, PowerPoint presentations, internet research activities, computer activities, guest speakers, projects.		

# **Unit Overview**

**Course Title:** Housing and Interior Design

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**Unit #:** UNIT 2 OVERVIEW      **Unit Title:** Drafting and Design: Skills and Techniques

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## **Unit Description:**

To be successful in the design field, one must learn the language of design, learn how to create accurate drawings, and be sensitive to the needs of the client. These topics will be addressed in this unit as the students learn how to determine area and scale, interpret and use architectural symbols, use measuring devices and design tools, and create architectural drawings. Students will fine-tune these skills as the year progresses as demonstrated by the completion of a variety of design projects. They will practice different presentation methods, learn computer design, and will incorporate theory from other units of study into their design presentations.

## **Enduring Understandings/Generalizations**

### **Students will understand that:**

1. The designer needs to develop many skills to create accurate and functional plans.
2. The designer needs to learn the language of design.
3. The designer must understand the needs of the client and solve real world problems.
4. Computers and specialized software have greatly impacted the planning and design of modern homes.

### **Guiding Questions**

1. Why is it important to understand the mathematics of design?
2. Why is the need for accuracy so important?
3. What are several types of drawings used in design?
4. What is the process a designer follows when developing a design solution?
5. What are several presentation methods available to a designer to help their client visualize the finished product?
6. What makes the computer such a valuable tool for clients, customers, and designers?

# Curriculum Unit Plan

**Course Title/Grade:** Housing and Interior Design

**Core Content Standards & Cumulative Progress Indicators**

**Unit Number/Title:** II. Drafting and Design: Skills and Techniques

**Conceptual Lens:**

**Appropriate Time Allocation:**

16 Week(s)

SEE CROSS  
CONTENT  
STANDARD  
ANALYSIS

Topics/Concepts (Appropriate Time Allocation)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Learning Activities & Instructional Resources	Evaluation/ Assessment	CCS/ CPI
1. Area and Scale	A. The Importance of Accuracy B. Finding Area C. Drawing to Scale	<p>1. Measure to within 1/8<sup>th</sup> of an inch using standard measurements.</p> <p>Explain the importance of accurate measuring in the design field.</p> <p>Calculate area of rectangles, triangles and multisided figures.</p> <p>Given area, reverse operation and determine various length and width measurements.</p> <p>Identify tools of design.</p> <p>Describe how and why the architect scale is used.</p> <p>Properly use an architect scale.</p>	<p>1. Measuring Hunt Activity: Using a variety of tools, measure 10 items located around school. Evaluate for ease of use and accuracy.</p> <p>Practice using standard ruler and measurements.</p> <p>After demonstration, complete teacher made materials on: -finding area -drawing to scale -using architect scale</p> <p>Measure real space (in students' homes). Measure room, placement of architectural features and furnishings. Determine area.</p>	<p>Classwork: -Measuring Hunt -Architectural Scale Practice -Finding Area -Drawing to Scale -Architectural Symbols -Types of Drawings -Developing Design -Elevation Practice -Computer Tutorial</p> <p>Homework: -Bedroom Measurements -Kitchen Measurements</p> <p>Test: -Design Basics</p> <p>Notebook</p>	

<b>Topics/Concepts</b> (Appropriate Time Allocation)	<b>Critical Content</b> (Students Will Know:)	<b>Skill Objectives</b> (Students Will Be Able To:)	<b>Learning Activities &amp; Instructional Resources</b>	<b>Evaluation/ Assessment</b>	<b>CCS/ CPI</b>
2. Language of Design	A. Alphabet of Lines B. Architectural Symbols C. Using Templates	2. Describe and interpret the information shown on architectural drawings, explain their importance.  Use proper lines and symbols on design presentations.  Use scale templates to represent both architectural features and temporary items in room design.	2. Read <u>Homes and Interiors</u> (pg. 222) and complete related worksheets. Discuss.  Match architectural symbols to their meaning.  Draw and label window symbols.  Draw and label door symbols.  Create and use templates for space planning.	Project Rubrics: -Intro Project -Personal Space Project -Sample Board Project -Kitchen Redesign -Condo Project  Observation of proper use of specialty equipment  Observation of group cooperation and interaction	
3. Types of Drawings	A. Floor Plans B. Elevations C. Perspective Drawings 1. pictorial 2. renderings D. Computer Aided Design	3. Define and draw floor and elevation plans at 1/4" scale.  Use templates to represent items in floor plan.  Create functional space following design guidelines.  Identify types of perspective drawings.  Compare and contrast different types and methods of presentation drawings.  Use rendering techniques to enhance drawings and presentations.	3. Read <u>Homes and Interiors</u> (pgs. 472-475, 480-483) and complete related worksheets. Discuss.  Presentation of types of architectural drawings.  Teacher demonstration - drawing floor plans using architectural scale and graph paper.  Teacher demonstration – drawing elevations using architectural scale and graph paper.  Teacher demonstration – adding color to design solutions.  Teacher demonstration – computer design. Show 3D capabilities.	Participation in class discussions	

Topics/Concepts (Appropriate Time Allocation)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Learning Activities & Instructional Resources	Evaluation/ Assessment	CCS/ CPI
4. Developing Design Plans	A. Identify Problem B. Assess Client Characteristics C. Analyze the Environment D. Develop a Budget E. Create Design Resource File F. Plan Use of Space G. Choose Style and Color scheme H. Select Backgrounds I. Present the Design J. Implement the Design	Explain how computer technology has changed the world of design.  Use computer design software.  4. List the steps in developing a design plan.  Explain how to assess client needs.  Complete scale drawing of room and contents.  Gather design resources.  Arrange space following design guidelines.  Select style, color and background elements.  Complete design solution.	Complete computer tutorial.  Create original floor plan designs using computer technology.  4. Read <u>Homes and Interiors</u> (pg. 446-487). Discuss.  View videos showing the design process. Take notes. Discuss.  Practice design development through implementation of design projects:  Students to draw a variety of floor plans using architect's scale and graph paper to solve given design problems.  Students to use computer technology to solve given design problems.		
5. Design Presentations	A. Sample Boards B. Computer Presentations C. Models D. Other	5. Explain the importance of creating visual representations of design concepts.  Explain how presentation methods can help the design professional communicate design ideas.	5. Read <u>Homes and Interiors</u> (pg. 483-486). Discuss.  Demonstrate understanding of floor plan techniques through project development and design.  Demonstrate understanding of computer software through project development and design.		

Topics/Concepts (Appropriate Time Allocation)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Learning Activities & Instructional Resources	Evaluation/ Assessment	CCS/ CPI
		<p>Identify three types of design presentations.</p> <p>Use a variety of design presentation methods to communicate ideas.</p> <p>Given design problems, create original floor plans and elevations using hand drawing techniques.</p> <p>Given design problems, create original floor plans and elevations using computer aided design software.</p> <p>Critique floor plans for function and originality.</p> <p>Justify design solutions.</p>	<p>Design projects will reinforce drawing techniques, design guidelines, and the elements and principles of design. Concepts learned in other units will also be used to complete design presentations. Design presentations will include, but not necessarily be limited to:</p> <p>Introductory Project Personal Space Project Sample Board Kitchen Remodel (CAD) Condo Project</p> <p><b>Other related activities as appropriate:</b> Department videos, textbook and teacher made worksheets, lecture/discussion, PowerPoint presentations, internet research activities, computer activities, guest speakers, projects.</p>		

# **Unit Overview**

**Course Title:** Housing and Interior Design

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**Unit #:** UNIT 3 OVERVIEW      **Unit Title:** Elements and Principles of Design

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## **Unit Description:**

The guidelines used by designers to create pleasing, orderly designs are called the principles and elements of design. They provide a general road map to follow to insure success and create pleasing, comfortable, environments. Students will be introduced to the principles and elements of design and will learn how to use them to create the desired affect.

Color, the most important element of design, deserves special attention. Students will explore the use of color in design. They will create a color wheel, learn how to develop and use color schemes, and apply color in design presentations.

## **Enduring Understandings/Generalizations**

### **Students will understand that:**

1. The study of design focuses on three main areas; element, principles, and goals.
2. The principles or design are guidelines to follow when working with the elements of design.
3. Proper application of the elements and principles of design will help to achieve the three goals of design.
4. Color is the most exciting tool the designer can use.
5. Color influences human behavior and perception.
6. The color wheel is the most common tool for understanding color relationships in design.
7. The principles and observations of nature should generally guide color decisions.

### **Guiding Questions**

1. What guidelines should be followed when using the five elements of design?
2. What are the three goals of design?
3. In design, what is meant by form follows function?
4. What primary colors serve as the basis for the Brewster color system?
5. How are color schemes developed?
6. How does color affect mood?
7. What are the psychological responses to the different hues of the color wheel?

# Curriculum Unit Plan

**Course Title/Grade:** Housing and Interior Design  
**Unit Number/Title:** III. Elements and Principles of Design

## Core Content Standards & Cumulative Progress Indicators

SEE CROSS  
CONTENT  
STANDARD  
ANALYSIS

**Conceptual Lens:**  
**Appropriate Time Allocation:**

4 Week(s)

Topics/Concepts (Appropriate Time Allocation)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Learning Activities & Instructional Resources	Evaluation/ Assessment	CCS/ CPI
1. Elements of Design	A. Space B. Line C. Form D. Texture E. Color	1. Summarize the elements of good design and explain why they are useful.  Suggest strategies for changing the apparent size of space.  Demonstrate ways to use lines to create specific effects.  Analyze the effects created by forms and shapes.  Explain why color is the most significant element of design.	1. Read <u>Homes and Interiors</u> chapter 17 and complete related worksheets. Discuss.  Dept video: Eye for Design - teacher dictated notes.  Complete activity using magazines or on-line resources identifying the use of elements and principles of design in interiors spaces.  Research examples of optical illusions. Share with class. Correlate optical illusions with goals of interior design.  Demonstrate how light and dark colors affect illusion of space. Create visual example.  Discuss form follows function.	Classwork: -Chapter 17 -Video notes -Elements and Principles -Chapter 18 -Balance Act. -Chapter 19  Test: -Elements and Principles of Design -Color  Notebook  Rubric for Writing Activities  Rubric for Research Activities and Reports  Project Rubrics: -Color Portfolio	



<b>Topics/Concepts</b> (Appropriate Time Allocation)	<b>Critical Content</b> (Students Will Know:)	<b>Skill Objectives</b> (Students Will Be Able To:)	<b>Learning Activities &amp; Instructional Resources</b>	<b>Evaluation/ Assessment</b>	<b>CCS/ CPI</b>
2. Color in Design	A. Characteristics and Qualities B. Color Wheel C. Color Schemes D. Psychological Effects of Color	2. Define color terms.  Identify warm and cool colors.  Analyze how color can be used to create moods and illusions.  Explain how primary colors are used to produce other colors on the color wheel.  Describe the effects of intensity and value on various hues.  Identify the different color schemes and their characteristics.  Apply use of color. Create color schemes in a variety of designs.	2. Read <u>Homes and Interiors</u> chapter 18 and complete related worksheets. Discuss.  Create a color portfolio. Portfolio to include: -color wheel -color schemes -color maze -samples of color harmonies -samples of use of neutrals -samples of color moods	Observation of proper use of specialty equipment  Observation of group cooperation and interaction  Interaction with guest speakers	
3. Principles of Design	A. Proportion B. Scale C. Balance D. Rhythm E. Emphasis F. Unity and Variety	3. Identify the principles of design.  Analyze ways that proportion is used in effective design.	3. Read <u>Homes and Interiors</u> chapter 19 and complete related worksheets. Discuss.  Create a graphic organizer of principles of design.		

Topics/Concepts (Appropriate Time Allocation)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Learning Activities & Instructional Resources	Evaluation/ Assessment	CCS/ CPI
		<p>Compare and contrast formal and informal balance.</p> <p>Explain ways to achieve various types of rhythm.</p> <p>Demonstrate emphasis and focal point.</p> <p>Asses the importance of balancing unity with variety.</p>	<p>Complete a sequence of numbers based upon the golden mean. Practice using the golden mean to divide space.</p> <p>Create examples of formal and informal balance.</p> <p><b>Other related activities as appropriate:</b> Department videos, textbook and teacher made worksheets, lecture/discussion, PowerPoint presentations, internet research activities, computer activities, guest speakers, projects.</p>		

# **Unit Overview**

**Course Title:** Housing and Interior Design

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**Unit #:** UNIT 4 OVERVIEW    **Unit Title:** Creating Functional Space

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## **Unit Description:**

A functional room arrangement is one in which the space meets the needs of its occupants. A designer reviews the purpose of the room, considers the features of the room, and follows the design guidelines when creating living space. Students will study those requirements for designing the different areas of the home; such as living and dining space, sleeping space, and multi-purpose rooms. Universal housing guidelines will also be addressed. Theory will be put into practice through the integration of those guidelines into a variety of design projects that the students will complete throughout the year.

## **Enduring Understandings/Generalizations**

### **Students will understand that:**

1. A room must function for its desired purpose.
2. Guidelines need to be considered when planning functional space.
3. Rooms can be designed for specific purposes or be multifunctional.
4. Universal design addresses the needs of those with physical limitations. Universal design can be pleasing to all.

### **Guiding Questions**

1. What are several functions that a living room will serve?
2. What is a conversation area?
3. What guidelines need to be considered when planning dining space?
4. How can a bedroom be designed to be functional and appropriate?
5. How can rooms be used for a variety of purposes?
6. Why is it important to understand the need for universal design?
7. How can universal design be incorporated into design plans?

# Curriculum Unit Plan

Course Title/Grade: Housing and Interior Design

Core Content Standards & Cumulative Progress Indicators

Unit Number/Title: IV. Creating Functional Space

Conceptual Lens:

Appropriate Time

Allocation:

3

Week(s)

SEE CROSS  
CONTENT  
STANDARD  
ANALYSIS

Topics/Concepts (Appropriate Time Allocation)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Learning Activities & Instructional Resources	Evaluation/ Assessment	CCS/ CPI
1. Designing Living Space	A. Functions of Room B. Design Guidelines for Living Rooms	1. List the functions and activities that occur in the living areas of the home.  Identify factors to consider when arranging living and family space.  Describe the purpose and importance of the conversation area.  Plan functional arrangements for living areas.	1. Read supplemental text ( <u>Residential Housing</u> pgs. 41-45). Complete worksheets. Discuss.  Reference pg. 470 in <u>Homes and Interiors</u> . Develop a list of guidelines for arranging living room furniture.  Determine proper distance to place a TV from seating area. (3X size of screen).  Critique living room and family room plans for function and appropriateness.  Develop plans for living spaces.	Classwork: -Guidelines for Living Spaces -TV Math  Notebook  Rubric for Research Activities and Reports  Project Rubrics -Redesigning Personal Space  Observation of proper use of specialty equipment  Observation of group cooperation and interaction	
2. Designing Dining Areas	A. Functions of Room B. Design Guidelines for Dining Areas	2. List the activities that occur in the dining areas of the home.  Create a reference sheet	2. Reference supplemental text ( <u>Residential Housing</u> pgs. 46-48). Discuss.  Reference pg. 470 in <u>Homes and</u>	Interaction with guest speakers	

Topics/Concepts (Appropriate Time Allocation)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Learning Activities & Instructional Resources	Evaluation/ Assessment	CCS/ CPI
3. Designing Bedroom Space	A. Design Guidelines for Sleeping Areas 1. Master Bedrooms 2. Child Bedrooms	<p>for seating clearances around tables.</p> <p>Plan functional arrangements for dining areas.</p> <p>3. Create a list of guidelines for bedroom design.</p> <p>List clearances needed for proper circulation around bed and other furniture.</p> <p>Compare and contrast the furniture needs of single people, couples, or children.</p> <p>Plan functional arrangements for bedrooms.</p>	<p><u>Interiors</u>. Develop a list of guidelines for arranging dining room furniture.</p> <p>Create floor plans for dining spaces. Determine table requirements needed for family.</p> <p>3. Reference supplemental text (<u>Residential Housing</u> pgs. 55-60). Discuss.</p> <p>Reference pg. 471 in <u>Homes and Interiors</u>.</p> <p>Introduction to Design Project: Students will be given the same floor plan but will randomly draw 4 different clients. They will create a floor plan based upon the needs of the client. Students will critique each other's plans.</p> <p>Personal Space Project: Measure bedroom Measure furniture Create before and after floor plans using same or different furniture. Justify design.</p>		
4. Designing Multipurpose	A. Home Office	4. Identify and list how	4. Use internet to research types		



# **Unit Overview**

**Course Title:** Housing and Interior Design

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**Unit #:** UNIT 5 OVERVIEW    **Unit Title:** The Decorative Elements

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## **Unit Description:**

Floors, walls, and ceilings create interior backgrounds for furnishings and accessories in rooms. How they are treated help to determine the total look of the room and create the desired mood. This unit will address the decorative aspects of design as students are introduced to structural finishes, decorative backgrounds, furniture style and construction, and lighting and accessories. Students will experiment with their impact on room design by incorporating these elements into various project work.

### **Enduring Understandings/Generalizations**

#### **Students will understand that:**

1. Floors, walls, and ceilings all serve as backgrounds for the furnishings and accessories in a room.
2. Interior backgrounds will last for several years and involve considerable cost. You will want to select treatments to set the stage for the furnishings and accessories that follow.
3. Choosing furniture styles is a matter of taste, or personal preference. Learning about style will help you use furniture to its best design advantage.
4. Furniture should be safe and durable. Understanding how furniture is constructed will help you choose the highest-quality furniture for the money.
5. Some final steps for furnishing a room are selecting lighting and accessories. You need to continue to use the elements and principles of design as you add the finishing touches.

#### **Guiding Questions**

1. What are backgrounds and why are they important?
2. What factors should be considered when determining whether a wall treatment is appropriate for a room?
3. What wall treatments can make a small room appear larger?
4. How can floor treatments affect a room's appearance?
5. What are the uses and characteristics of various window treatments?
6. How does the selection of furniture style contribute to the overall appearance of the room?
7. Why do homes need both general and local lighting?
8. How do accessories complete the room?

# Curriculum Unit Plan

**Course Title/Grade:** Housing and Interior Design

**Core Content Standards & Cumulative Progress Indicators**

**Unit Number/Title:** V. The Decorative Elements

**Conceptual Lens:**

**Appropriate Time**

**Allocation:**

3 Week(s)

SEE CROSS  
CONTENT  
STANDARD  
ANALYSIS

Topics/Concepts (Appropriate Time Allocation)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Learning Activities & Instructional Resources	Evaluation/ Assessment	CCS/ CPI
1. Choosing Structural Finishes	A. Walls B. Ceilings C. Floors	1. Evaluate options for interior finishes for walls, ceilings and floors.  List 6 types of wall finishes and identify how and where they can be used.  Identify various ceiling treatments.  Compare and contrast floor finishes	1. Read <u>Homes and Interiors</u> chapter 11 (pgs. 262-266). Complete related worksheets. Discuss.  Use internet or decorative magazines to research examples of structural finishes.  View examples of types of finishes.  Select finishes to be used in various project work.	Classwork: -Chapter 11 -Chapter 24 -Chapter 26 -Finishes Activity  Tests: -Backgrounds  Notebook	
2. Choosing Backgrounds	A. Color B. Textiles C. Floor Coverings D. Wall Coverings E. Window Treatments	2. Explain what backgrounds are and why they are important.  Assess the characteristics of various home textiles.  Compare and contrast characteristics and uses of floor coverings.  Compare and contrast wall and window treatments.	2. Read <u>Homes and Interiors</u> chapter 24 and complete related worksheets. Discuss.  Create a list of pros and cons of various backgrounds to be used in interiors.  Select backgrounds to be used in various project work.  View various videos on decorative elements.	Rubric for Writing Activities  Rubric for Research Activities and Reports  Project Rubrics  Observation of proper use of specialty equipment	



<b>Topics/Concepts</b> (Appropriate Time Allocation)	<b>Critical Content</b> (Students Will Know:)	<b>Skill Objectives</b> (Students Will Be Able To:)	<b>Learning Activities &amp; Instructional Resources</b>	<b>Evaluation/ Assessment</b>	<b>CCS/ CPI</b>
3. Choosing Furniture	A. Styles B. Construction	<p>3. Identify factors that influence changes in furniture design.</p> <p>Compare and contrast formal and informal furniture styles.</p> <p>Describe the types of furniture choices available to today's buyer.</p> <p>Differentiate between soft-woods and hardwoods.</p> <p>Compare and contrast strong and weak furniture joints.</p> <p>Define and describe case goods and upholstered furniture.</p>	<p>3. Read <u>Homes and Interiors</u> chapter 26 and complete related worksheets. Discuss.</p> <p>PowerPoint presentation of various styles of furniture.</p> <p>Identify the basic differences between colonial, traditional and modern furniture styles.</p> <p>Using magazines, match examples of furniture to their basic style.</p> <p>View examples of furniture joints.</p>	Observation of group cooperation and interaction	
4. Choosing Lighting and Accessories	A. Lighting B. Accessories	<p>4. Identify the different types of lighting.</p> <p>Explain the functions of the different types of lighting.</p> <p>Suggest ways to use accessories to personalize an interior.</p>	<p>4. Read <u>Homes and Interiors</u> chapter 27 and complete related worksheets. Discuss.</p> <p>Use accessories and lighting in various projects.</p> <p><b>Other related activities as appropriate:</b> Department videos, textbook and teacher made worksheets, lecture/discussion, PowerPoint presentations, internet research activities, computer activities, guest speakers, projects.</p>		

# **Unit Overview**

**Course Title:** Housing and Interior Design

**Unit #:** UNIT 6 OVERVIEW    **Unit Title:** Kitchen and Bath Design

## **Unit Description:**

Designing kitchen and bath spaces present their own set of challenges and rules. The layout must be functional, pleasing and efficient. Students will plan and develop kitchen space based upon the principles of kitchen design. They will critique the different layouts for function, discuss the uses of the modern day kitchen, and create a design plan. Students will also plan laundry and bath space for modern homes and families.

The cost of appliances adds a major expense to any kitchen or laundry room project. Students will investigate options for appliances, discuss features, and understand that new technologies provide the consumer with more options than ever before, and make home appliances more efficient.

## **Enduring Understandings/Generalizations**

### **Students will understand that:**

1. A well-designed kitchen is based upon the needs of the home's occupants, has work centers for various tasks, and is arranged efficiently.
2. Both practical factors and appearance should be considered when choosing cabinets, counters, and fixtures.
3. Universal design features can make kitchens, laundry areas and bathrooms suitable for people of all ages and abilities.
4. Before choosing major appliances, a consumer should thoroughly research all options.

### **Guiding Questions**

1. What is the work triangle, and what principles should be followed in designing one?
2. What kitchen design element is typically chosen before others?
3. What factors are important when buying major appliances?
4. What three requirements must be met by a laundry area?
5. What are two features of universal design that can be used in both kitchens and laundry rooms?

# Curriculum Unit Plan

Course Title/Grade: Housing and Interior Design

## Core Content Standards & Cumulative Progress Indicators

Unit Number/Title: VI. Kitchen and Bath Design

Conceptual Lens:

Appropriate Time

Allocation:

3 Week(s)

SEE CROSS  
CONTENT  
STANDARD  
ANALYSIS

Topics/Concepts (Appropriate Time Allocation)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Learning Activities & Instructional Resources	Evaluation/ Assessment	CCS/ CPI
1. Planning Kitchens	A. Work Centers B. The Work Triangle C. Kitchen Layouts D. Cabinets and Fixtures E. Universal Design	1. Explain the basic principles of kitchen design.  Compare and contrast the 6 layouts for kitchen design.  Identify various options for kitchen countertops.  Design a functional kitchen following design guidelines. Defend design.  Identify ways to incorporate universal design features in the kitchen.	1. Read <u>Homes and Interiors</u> chapter 22. Complete related worksheets. Discuss.  Draw examples of the basic kitchen layouts.  Complete kitchen design project: Remodel a kitchen to meet needs of given client. Students will plan space, calculate square footage, and complete a portfolio of their work. The final project will be completed using a CAD program. Students will justify their design.  Research universal design on the internet. Report findings to class.	Classwork: -Chapter 22 -Internet Act: Appliance Research -Appliance Maze -Kitchen Floor Plans -Green Kitchen  Homework: -Kitchen Investigation Test: -Kitchen Design  Notebook  Project Rubric: -Kitchen Design Project  Observation of proper use of specialty equipment	

<b>Topics/Concepts</b> (Appropriate Time Allocation)	<b>Critical Content</b> (Students Will Know:)	<b>Skill Objectives</b> (Students Will Be Able To:)	<b>Learning Activities &amp; Instructional Resources</b>	<b>Evaluation/ Assessment</b>	<b>CCS/ CPI</b>
2. Choosing Major Appliances	A. Refrigerators and Ranges, Cooktops and Ovens B. Dishwashers C. Laundry Appliances	2. Identify various styles of appliances that can be purchased.  Compare and contrast appliance features.	2. Using internet, research consumer information on appliances. Report findings to class.	Observation of group cooperation and interaction  Interaction with guest speakers	
3. Planning Laundry Areas	A. Location B. Planning for Efficiency	3. Identify ways to incorporate universal design features in laundry rooms.  Compare and contrast laundry room locations.  Plan functional laundry facilities.	3. Discuss various locations for laundry facilities.  Research designs for laundry facilities.  Design laundry facilities.		
4. Planning Bathrooms	A. Location and Size B. Fixtures and Cabinets	4. Identify ways to incorporate universal design features in bathrooms.  Create a functional bath following principles of design and clearance requirements.	4. Research designs for bathrooms.  Design bathroom facilities.  <b>Other related activities as appropriate:</b> Department videos, textbook and teacher made worksheets, lecture/discussion, PowerPoint presentations, internet research activities, computer activities, guest speakers, projects.		

# **Unit Overview**

**Course Title:** Housing and Interior Design

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**Unit #:** UNIT 7 OVERVIEW    **Unit Title:** Architecture and Exteriors

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## **Unit Description:**

Many factors have influenced home design in North America. Not only the environment, but history, politics, economics, and social conditions of the country have all played roles. Because of technology and the needs of the aging population, housing continues to evolve. Students will become familiar with designs of the past and how they have influenced today's architecture. They will also explore how designers and architects are addressing social trends and lifestyle changes in American society.

## **Enduring Understandings/Generalizations**

### **Students will understand that:**

1. Historical events affected housing in the past and continue to do so today.
2. During recent years, architects have adapted traditional housing styles and developed new housing forms.
3. Technology is changing how homes are constructed and will continue to do so in the future.

### **Guiding Questions**

1. How have other cultures influenced housing designs in North America?
2. How is housing design influenced by the climate and geography of the area?
3. How have housing styles changed as we have progressed from the 18<sup>th</sup>, to the 19<sup>th</sup>, to the 20<sup>th</sup> centuries?
4. What is SMART HOUSE technology?
5. How might future technologies influence architecture and housing?

# Curriculum Unit Plan

**Course Title/Grade:** Housing and Interior Design  
**Unit Number/Title:** VII. Architecture and Exteriors

## Core Content Standards & Cumulative Progress Indicators

**Conceptual Lens:**  
**Appropriate Time Allocation:**

2 Week(s)

SEE CROSS  
CONTENT  
STANDARD  
ANALYSIS

Topics/Concepts (Appropriate Time Allocation)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Learning Activities & Instructional Resources	Evaluation/ Assessment	CCS/ CPI
1. Early Home Styles	A. English Influence B. German and Dutch Influence C. Spanish Influence D. Swedish Influence	1. Describe the structural features of homes derived from early settlers of the United States.  Recognize the influence various cultures have had on our housing design.	1. Read <u>Homes and Interiors</u> chapter 14 and complete related worksheets. Discuss.  Department video: American Houses: A Guide to Architectural Styles	Classwork: -Chapter 14 -Chapter 15  Homework: Neighborhood Investigation  Test: Housing Styles  Notebook	
2. Period Housing Styles	A. 18 <sup>th</sup> Century B. 19 <sup>th</sup> Century	2. Compare and contrast housing styles of the 18 <sup>th</sup> century.  Compare and contrast housing styles of the 19 <sup>th</sup> century.	2. Read <u>Homes and Interiors</u> chapter 15 and complete related worksheets. Discuss.  Department Video: Bob Villa's Guide to Historical Houses  PowerPoint presentation of housing styles	Rubric for Writing Activity: House of the Future  Rubric for Research Activities and Reports  Observation of proper use of specialty equipment  Observation of group cooperation and interaction	

<b>Topics/Concepts</b> (Appropriate Time Allocation)	<b>Critical Content</b> (Students Will Know:)	<b>Skill Objectives</b> (Students Will Be Able To:)	<b>Learning Activities &amp; Instructional Resources</b>	<b>Evaluation/ Assessment</b>	<b>CCS/ CPI</b>
3. Modern Styles	A. 20 <sup>th</sup> Century B. Unique Designs C. Future Trends	<p>3. Evaluate historical events that influenced 20<sup>th</sup> century design.</p> <p>Identify various styles of the early and mid 20<sup>th</sup> centuries.</p> <p>Analyze the unique housing designs of the late 20th and early 21<sup>st</sup> century.</p> <p>Predict the house of the future.</p>	<p><b>Other related activities as appropriate:</b>            Department videos, textbook and teacher made worksheets, lecture/ discussion, PowerPoint presentations, internet research activities, computer activities, guest speakers, projects.</p>		

## **Unit Overview**

**Course Title:** Housing and Interior Design

**Unit #:** UNIT 8 OVERVIEW    **Unit Title:** Careers in Housing

### **Unit Description:**

Career opportunities in the housing field are widespread. They range from entry-level positions to professional opportunities, as well as entrepreneurial possibilities. Students will examine their interests, aptitudes and abilities, and will investigate careers within this cluster.

### **Enduring Understandings/Generalizations**

#### **Students will understand that:**

1. There are many career options for someone interested in the housing and design industry.
2. A person is more likely to thrive in a career that matches his or her interests, aptitudes, and abilities.
3. The greater understanding you have of your career options, the more likely it is you will choose a career in which you can experience personal and professional success.

#### **Guiding Questions**

1. What factors influence career decisions?
2. What personal qualities are essential for professional careers?
3. What are some resources for career investigation?
4. What are several career choices for a person interested in the housing and design industry?



# Curriculum Unit Plan

**Course Title/Grade:** Housing and Interior Design

**Core Content Standards & Cumulative Progress Indicators**

**Unit Number/Title:** VIII. Careers in Housing

**Conceptual Lens:**

**Appropriate Time**

**Allocation:**

2 Week(s)

SEE CROSS  
CONTENT  
STANDARD  
ANALYSIS

Topics/Concepts (Appropriate Time Allocation)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Learning Activities & Instructional Resources	Evaluation/ Assessment	CCS/ CPI
1. Understanding Career Options	A. Job Levels 1. Entry-Level 2. Technical 3. Professional B. Entrepreneurs	1. Describe three different ways to gain work experience.  List the three levels of jobs and educational requirements.  Identify factors to consider when evaluating careers.  Differentiate between interests, aptitudes and abilities.  Explain the relationship between a career goal and a career path.  Define entrepreneur and list entrepreneurial opportunities related to housing and design.	1. Read <u>Homes and Interiors</u> chapter 4 and complete related worksheets. Discuss.  Ask students to share their personal experiences with work.  List on board and discuss professional qualities needed for job success.  Create a list of vocabulary terms and definitions related to careers.	Classwork: -Chapter 4  Notebook  Rubric for Writing Activities  Rubric for Research Activity and Report: -What's My Line  Observation of proper use of specialty equipment  Observation of group cooperation and interaction  Interaction with guest speakers	
2. Researching		2. Identify sources of	2. Discuss and record on board a		

<b>Topics/Concepts</b> (Appropriate Time Allocation)	<b>Critical Content</b> (Students Will Know:)	<b>Skill Objectives</b> (Students Will Be Able To:)	<b>Learning Activities &amp; Instructional Resources</b>	<b>Evaluation/ Assessment</b>	<b>CCS/ CPI</b>
Opportunities	A. Sources of Career Information	<p>career information</p> <p>Prepare a resource file of housing career opportunities.</p> <p>Prepare and present a summary of careers related to housing and design.</p> <p>Identify types of information to be included in a portfolio. Critique their work for inclusion in portfolio.</p>	<p>variety of career goals and the path to follow to reach each.</p> <p>Use Bridges to research careers associated with housing and design; or visit IMC and research career information using Occupational Outlook Handbook.</p> <p>Use newspapers or internet to gather a collection of advertisements for jobs that involve housing or design. Create a list of the skills required for each job.</p> <p>What's My Line Career Activity: After completing research, select a job, identify the job level, determine educational requirements and list work responsibilities. Present information to class.</p> <p><b>Other related activities as appropriate:</b> Department videos, textbook and teacher made worksheets, lecture / discussion, PowerPoint presentations, internet research activities, computer activities, guest speakers, projects.</p>		

# **Cross-Content Standards Analysis**

**Course Title:** HOUSING AND INTERIOR DESIGN **Grade:** 9-12

Unit Title:	Visual and Performing Arts	Comp. Health & Physical Ed.	Language Arts Literacy	Mathematics	Science	Social Studies	World Languages	Tech Literacy	Career Education/ Consumer, Family, & Life Skills
I. Housing Self and Family		2.4.12A.1	Gr.11-12, RST1,3,4,8,10 Gr. 11-12,WHST 1.a,1.c,6,10 Gr. 9-10, RST 1,3,4,10 Gr. 9-10 RST 1,3,4,10 Gr. 9-10 WHST1.a,1.c,2.a						9.1.12.A.1 9.2.12.B.1 9.2.12.F.2 9.1.12.F.2
II. Drafting and Design: Skills and Techniques	1.1.12.D.2 1.3.12D.1 1.3.12.D.2 1.4.12.A.3 1.4.12B.1		Gr.11-12, RST1,3,4,8,10 Gr. 11-12,WHST 1.a,1.c,6,10 Gr. 9-10, RST 1,3,4,10 Gr. 9-10 RST 1,3,4,10 Gr. 9-10 WHST1.a,1.c,2.a	Gr. 11-12, N- Q1-2				8.1.12.F.1 8.2.12.C.3 8.2.12.F.1 8.2.12.F.3	9.1.12.A.1 9.1.12.B.1 9.1.12.F.2 9.3.12.C.3 9.4.12.B(1).1 9.4.12.B.(1).2 9.4.12.B.(1).6 9.4.12.B.(1).8 9.4.12.B.(1).9 9.4.12.B.(1).11 9.4.12.O.(1).1,7 9.4.12.O.(1).8
III. Elements and Principles of Design	1.3.12D.1 1.3.12.D.2 1.4.12.A.3 1.4.12B.1		Gr.11-12, RST1,3,4,8,10 Gr. 11-12,WHST 1.a,1.c,6,10 Gr. 9-10, RST 1,3,4,10 Gr. 9-10 RST 1,3,4,10 Gr. 9-10 WHST1.a,1.c,2.a					8.1.12.F.1 8.2.12.F.1 8.2.12.F.3	9.1.12.A.1 9.1.12.B.1 9.1.12.F.2 9.3.12.C.3 9.4.12.B.(1).2 9.4.12.O.(1).8

IV. Creating Functional Space	1.1.12.D.2 1.3.12D.1 1.3.12.D.2 1.4.12.A.3 1.4.12B.1		Gr.11-12, RST1,3,4,8,10 Gr. 11-12,WHST 1.a,1.c,6,10 Gr. 9-10, RST 1,3,4,10 Gr. 9-10 RST 1,3,4,10 Gr. 9-10 WHST1.a,1.c,2.a	Gr. 11-12, N- Q1-2				8.1.12.F.1 8.2.12.C.3 8.2.12.F.1 8.2.12.F.3	9.1.12.A.1 9.1.12.B.1 9.1.12.F.2 9.3.12.C.3 9.4.12.B.(1).2 9.4.12.B.(1).6 9.4.12.B.(1).8 9.4.12.B.(1).9 9.4.12.B.(1).11 9.4.12.O.(1).1,7 9.4.12.O.(1).8
V. The Decorative Elements	1.1.12.D.2 1.3.12D.1 1.4.12.A.3 1.4.12B.1		Gr.11-12, RST1,3,4,8,10 Gr. 11-12,WHST 1.a,1.c,6,10 Gr. 9-10, RST 1,3,4,10 Gr. 9-10 RST 1,3,4,10 Gr. 9-10 WHST1.a,1.c,2.a					8.1.12.F.1	9.1.12.A.1 9.1.12.B.1 9.1.12.F.2 9.3.12.C.3 9.4.12.B.(1).2 9.4.12.O.(1).8
VI. Kitchen and Bath Design	1.1.12.D.2 1.3.12D.1 1.3.12.D.2 1.4.12.A.3 1.4.12B.1		Gr.11-12, RST1,3,4,8,10 Gr. 11-12,WHST 1.a,1.c,6,10 Gr. 9-10, RST 1,3,4,10 Gr. 9-10 RST 1,3,4,10 Gr. 9-10 WHST1.a,1.c,2.a	Gr. 11-12, N- Q1-2				8.1.12.F.1 8.2.12.C.3 8.2.12.F.1 8.2.12.F.3	9.1.12.A.1 9.1.12.B.1 9.1.12.F.2 9.3.12.C.3 9.4.12.B.(1).2 9.4.12.B.(1).6 9.4.12.B.(1).8 9.4.12.B.(1).9 9.4.12.B.(1).11 9.4.12.O.(1).1,7 9.4.12.O.(1).8
VII. Architecture and Exteriors	1.1.12.D.2 1.2.12.A.1 1.4.12.A.3 1.4.12B.1		Gr.11-12, RST1,3,4,8,10 Gr. 11-12,WHST 1.a,1.c,6,10 Gr. 9-10, RST 1,3,4,10 Gr. 9-10 RST 1,3,4,10 Gr. 9-10 WHST1.a,1.c,2.a					8.1.12.F.1	9.1.12.A.1 9.1.12.F.2 9.4.12.O.(1).8
VIII. Careers in Housing			Gr.11-12, RST1,3,4,8,10 Gr. 11-12,WHST 1.a,1.c,6,10	Gr. 11-12, N- Q1-2				8.1.12.A.4	9.1.12.A.1 9.1.12.F.2 9.2.12.A.2 9.3.12.C.3

			Gr. 9-10, RST 1,3,4,10 Gr. 9-10 RST 1,3,4,10 Gr. 9-10 WHST1.a,1.c,2.a						9.4.12.O.(1).8
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**\*All core content areas may not be applicable in a particular course.**

# **Washington Township Public Schools**

## **Department of Student Personnel Services**

### **CURRICULUM MODIFICATION**

The regular curriculum is modified for Special Education students enrolled in both self-contained and resource center classes.

Modifications address individual learning rates, styles, needs and the varying abilities of all special populations served in the programs available in the district.

#### **The intent is three-fold:**

- To provide alternative materials, techniques and evaluation criteria to address the range of students' needs;
- To parallel the regular curriculum in skill, content sequence and coverage to prepare students for mainstreaming;
- To maximize students' potential for movement to less restrictive environments.

In the event there is a conflict between the prescribed curriculum and the IEP for an individual student, the IEP will take precedence and will constitute the individually prescribed proficiencies for the student.