**COURSE DESCRIPTION**

**Course Title:** Home and Interiors

**Course Number: 00780**

**Course Prerequisites:** none

**Course Description:** 00780 Home and Interiors is an entry level elective course for grades 9-12 introducing students to the professional, technical, and esthetic aspects of the interior/exterior environment. Students study both residential/commercial architecture and interior/exterior design by combining studies in art, history, computers, and business. Challenging activities expose students to production of technical drawings, the latest technology in solving problems, traditional drafting methods, and presentation of plans. At least one design board project highlighting interior design or exterior housing trends will be completed. Students are responsible for providing all project materials needed. A final examination is required.

**Suggested Grade Level**: Grades 9-12

**Length of Course:** One Semester

**Units of Credit:** .5

**PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certifications:**

CSPG 44 – Family and Consumer Sciences K-12

To find the CSPG information, go to [CSPG](https://www.education.pa.gov/Educators/Certification/Staffing%20Guidelines/Pages/default.aspx)

**Certification verified by the WCSD Human Resources Department:** Yes No

**WCSD STUDENT DATA SYSTEM INFORMATION**

**Course Level:** Academic

**Mark Types:** Check all that apply.

F – Final Average MP – Marking Period EXM – Final Exam

**GPA Type**:  GPAEL-GPA Elementary  GPAML-GPA for Middle Level  NHS-National Honor Society

UGPA-Non-Weighted Grade Point Average  GPA-Weighted Grade Point Average

**State Course Code**: 19205

To find the State Course Code, go to [State Course Code](https://nces.ed.gov/forum/sced.asp), download the Excel file for *SCED*, click on SCED 6.0 tab, and choose the correct code that corresponds with the course.

**TEXTBOOKS AND SUPPLEMENTAL MATERIALS**

**Board Approved Textbooks, Software, and Materials:**

**Title:**  Homes: Today and Tomorrow

**Publisher:** McGraw-Hill Companies, Inc.

**ISBN #:**  0-07-860969-0

**Copyright Date:** 2002

**WCSD Board Approval Date:** 6/27/2022

**Supplemental Materials:** teacher school provided

**Curriculum Document**

**WCSD Board Approval:  6/27/2022**

**Date Finalized:6/5/2018**

**Date Approved:** 6/27/2022

**Implementation Year:** 2022-2023

**SPECIAL EDUCATION, 504, and GIFTED REQUIREMENTS**

The teacher shall make appropriate modifications to instruction and assessment based on a student’s Individual Education Plan (IEP), Chapter 15 Section 504 Plan (504), and/or Gifted Individual Education Plan (GIEP).

**SCOPE AND SEQUENCE OF CONTENT AND CONCEPTS**

**Marking Period 1**

Housing history

Housing and human needs

Individual needs and housing

Materials for housing construction and their technological changes

Role of the Manufacturer

Technology use in the home

Construction and building sites

Architectural drawings

Basic home structures

The inner workings of a home

**Marking Period 2**

Materials for housing construction and their technological changes.

Usage of Elements of Design in the interior/exterior design process

Using space in design

Using shape and form in design

Using line in design

Using texture in design

Components of color of design

Usage of Principles of Design in the interior/exterior design process

Using emphasis in design

Using proportion in design

Using scale in design

Using balance in design

Using rhythm in design

Using harmony, unity, and variety in design

Design Process

Using space in design

**Standards/Eligible Content and Skills**

| **Performance Indicator** | **PA Core Standard and/or Eligible Content** | **Marking Period Taught** |
| --- | --- | --- |
| Define housing and briefly describe how it has evolved. | 11.1.A  11.1.C  11.1.F  11.1.G  11.2.E | MP1 |
| Analyze the basic physical and psychological needs that housing satisfies. | 11.1.A  11.1.C  11.1.F  11.1.G  11.2.E | MP1 |
| Compare and contrast housing needs among people of different ages and life stages. | 11.1.A  11.1.C  11.1.F  11.1.G  11.2.E | MP1 |
| Assess the importance of building homes that following the concept of universal design. | 11.1.A  11.1.C  11.1.F  11.1.G  11.2.E | MP1 |
| Describe how housing reflects cultural views and values. | 11.1.A  11.1.C  11.1.F  11.1.G  11.2.E | MP1 |
| Point out ways in which cultures influence each other. | 11.1.A  11.1.C  11.1.F  11.1.G  11.2.E | MP1 |
| Identify social trends that affect housing. | 11.1.A  11.1.C  11.1.F  11.1.G  11.2.E | MP1 |
| Explain the major ways in which government influences housing. | 11.1.A  11.1.C  11.1.F  11.1.G  11.2.E | MP1 |
| Analyze the role of technology in home construction. | 11.1.A  11.1.C  11.1.F  11.1.G  11.2.E | MP1 |
| Evaluate the benefits and drawbacks of different natural and manufactured materials used in home construction. | 11.1.A  11.1.C  11.1.F  11.1.G  11.2.E | MP1 |
| Describe the three basic methods of home construction. | 11.1.A  11.1.C  11.1.F  11.1.G  11.2.E | MP1 |
| Evaluate the role of high technology in homes today. | 11.1.A  11.1.C  11.1.F  11.1.G  11.2.E | MP1 |
| Explain how planning and regulation are used to assure quality of life in new housing developments. | 11.1.A  11.1.C  11.1.F  11.1.G  11.2.E | MP1 |
| Describe how lifestyle changes effect housing. | 11.1.A  11.1.C  11.1.F  11.1.G  11.2.E | MP1 |
| Describe various activity zones in a home and evaluate their importance. | 11.1.A  11.1.C  11.1.F  11.1.G  11.2.E | MP1 |
| Identify factors to consider when evaluating and choosing a floor plan. | 11.1.A  11.1.C  11.1.F  11.1.G  11.2.E | MP1 |
| Analyze the advantages and disadvantages to floor plan options. | 11.1.A  11.1.C  11.1.F  11.1.G  11.2.E | MP1 |
| Describe the information shown and a building plan/blueprint. | 11.1.A  11.1.C  11.1.F  11.1.G  11.2.E | MP1 |
| Describe major components of home's basic structure. | 11.1.A  11.1.C  11.1.F  11.1.G  11.2.E | MP1 |
| Evaluate materials used to finish housing exteriors. | 11.1.A  11.1.C  11.1.F  11.1.G  11.2.E | MP1 |
| Analyze factors to consider when selecting insulation, windows, and other components. | 11.1.A  11.1.C  11.1.F  11.1.G  11.2.E | MP1 |
| Explain the roles of contractors and subcontractors. | 11.1.A  11.1.C  11.1.F  11.1.G  11.2.E | MP1 |
| Describe safety features of electrical systems. | 11.1.A  11.1.C  11.1.F  11.1.G  11.2.E | MP1 |
| Summarize characteristics of plumbing, heating and cooling, and ventilation systems. | 11.1.A  11.1.C  11.1.F  11.1.G  11.2.E | MP1 |
| Evaluate options for interior features such as stairways, walls, ceilings, and floors. | 11.1.A  11.1.C  11.1.F  11.1.G  11.2.E | MP1 |
| Evaluate the importance of resource manager. | 11.1.A  11.1.C  11.1.F  11.1.G  11.2.E | MP1 |
| Identify traditional and alternative energy sources. | 11.1.A  11.1.C  11.1.F  11.1.G  11.2.E | MP1 |
| Explain features of energy-efficient heating and cooling systems. | 11.1.A  11.1.C  11.1.F  11.1.G  11.2.E | MP1 |
| Describe ways in which home designers, builders, and consumers can conserve energy, water, and other resources. | 11.1.A  11.1.C  11.1.F  11.1.G  11.2.E | MP1 |
| Explore how outdoor living areas can expand a home's living space. | 11.1.A  11.1.C  11.1.F  11.1.G  11.2.E | MP1 |
| Explain how landscaping can enhance a home. | 11.1.A  11.1.C  11.1.F  11.1.G  11.2.E | MP1 |
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| Analyze the role of technology in home construction. | 11.1.A  11.1.C  11.1.F  11.1.G  11.2.E | MP2 |
| Explore the feelings that space can convey and suggest how to change the apparent size of a space. | 11.1.A  11.1.C  11.1.F  11.1.G  11.2.E | MP2 |
| Demonstrate ways to use line to create specific effects. | 11.1.A  11.1.C  11.1.F  11.1.G  11.2.E | MP2 |
| Analyze the effects created by forms and shapes in particular designs. | 11.1.A  11.1.C  11.1.F  11.1.G  11.2.E | MP2 |
| Illustrate how texture can be used to create desired effects. | 11.1.A  11.1.C  11.1.F  11.1.G  11.2.E | MP2 |
| Analyze how color can be used to create moods and illusions. | 11.1.A  11.1.C  11.1.F  11.1.G  11.2.E | MP2 |
| Explain how primary colors are used to produce other colors on the color wheel. | 11.1.A  11.1.C  11.1.F  11.1.G  11.2.E | MP2 |
| Describe the effects of intensity and value on various hues. | 11.1.A  11.1.C  11.1.F  11.1.G  11.2.E | MP2 |
| Identify the characteristics of different types of color schemes. | 11.1.A  11.1.C  11.1.F  11.1.G  11.2.E | MP2 |
| Describe factors to consider when planning a color scheme. | 11.1.A  11.1.C  11.1.F  11.1.G  11.2.E | MP2 |
| Analyze whys that proportion is used in effective design. | 11.1.A  11.1.C  11.1.F  11.1.G  11.2.E | MP2 |
| Analyze scale and the ways it is used in design. | 11.1.A  11.1.C  11.1.F  11.1.G  11.2.E | MP2 |
| Implement the types of balance. | 11.1.A  11.1.C  11.1.F  11.1.G  11.2.E | MP2 |
| Explain ways to achieve various types of rhythm. | 11.1.A  11.1.C  11.1.F  11.1.G  11.2.E | MP2 |
| Describe how to create emphasis. | 11.1.A  11.1.C  11.1.F  11.1.G  11.2.E | MP2 |
| Assess the importance of balancing unity with variety along with harmony in design. | 11.1.A  11.1.C  11.1.F  11.1.G  11.2.E | MP2 |
| Identify the first five steps in developing a design plan. | 11.1.A  11.1.C  11.1.F  11.1.G  11.2.E | MP2 |
| Create a scale drawing or diagram of a room and its furnishings. | 11.1.A  11.1.C  11.1.F  11.1.G  11.2.E | MP2 |
| Explain how to develop a preliminary budget. | 11.1.A  11.1.C  11.1.F  11.1.G  11.2.E | MP2 |
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**ASSESSMENTS**

**PDE Academic Standards, Assessment Anchors, and Eligible Content:** The teacher must be knowledgeable of the PDE Academic Standards, Assessment Anchors, and Eligible Content and incorporate them regularly into planned instruction.

**Formative Assessments:** The teacher will utilize a variety of assessment methods to conduct in-process evaluations of student learning.

**Effective formative assessments for this course include:** Pre-Assessments of prior knowledge (e.g. entrance cards or KWL chart) · Labs/lab reports · Bell ringers/Problems of the Day (PODs) · Discussions · Teacher observation/Questioning · Graphic organizers (e.g. Venn diagrams, word mapping, webbing, KWL chart, etc.) · Summarizing · Retelling · Notetaking · Problem-based learning modules · Authentic assessment · Oral presentations · Outlining · Journaling · Student presentations/projects · Open-ended response · Classroom Performance System (CPS)

**Summative Assessments:** The teacher will utilize a variety of assessment methods to evaluate student learning at the end of an instructional task, lesson, and/or unit.

**Effective summative assessments for this course include:** Essays · Open-Ended Responses · Projects · Quizzes/tests · Student presentations · Portfolios