INTERIOR DESIGN 2
Curriculum Resource Guide
Course Code 5456

CIP Code: 500408

Course Code: 5456

Interior Design 2 focuses on design applications incorporating business basics of the design industry. Students will have an opportunity to develop advanced skills by learning about green design concepts and the principles and theories of sustainability as they pertain to design decisions, i.e. building materials, and methods, systems, and occupants. Course content consists of career development, industry trends, design applications, client relations, presentation techniques and business practices. Job shadowing, mentorships, internships, and/or apprenticeships are an integral part of this course. Portfolios and projects are integrated throughout the course work. Computer access is strongly recommended for this course. The Family and Consumer Sciences student organization Family, Career, and Community Leaders of America (FCCLA) greatly enhances this curriculum.

Credit: **1 (120 hours), 2 (240 hours), 3 (360 hours)**

National Certification: Interior Design Fundamentals
American Assoc. of Family and Consumer Sciences
http://aafcs.org/CredentialingCenter/interior_design_fundamentals.asp

Recommended grades: 11-12

Prerequisite: Interior Design 1

Textbook Information: http://www.mysctextbooks.com/

Employment Opportunities:

Secondary Education: showroom assistant, interior design assistant, furnishing sales associate

Postsecondary Education: display designer, photo stylist, furnishing buyer, drapery/upholstery estimator, energy auditor

Postgraduate Education: furniture designer, home restoration supervisor, interior design specialty areas: healthcare, medical, elderly care, assisted living, senior health care, government design-state, county, municipal and military liturgical, ecclesiastical (church), hospitality, entertainment and recreation spas, restaurants, hotels, resorts, golf clubs, country clubs, retail design, and brand development; education: k-12 and higher education

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Academic Standards (to be implemented in course specific standards):

English Language Arts
A1. The student will read and comprehend a variety of literary **texts** in print and nonprint formats (E4-1)
A2. The student will read and comprehend a variety of informational **text** imprint and nonprint formats. (E4-2)
A3. The student will use word analysis and vocabulary strategies to read fluently. (E4-3)
A4. The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of **voice**, and correct use of the conventions of written **Standard American English**. (E4-4)
A5. The student will write for a variety of purposes and **audiences. (E4)**
A6. The student will access and use information from a variety of sources. (E4-6)
Educational Technology
A7. Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. (ISTE 1)
A8. Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. (ISTE 2)
A9. Students apply digital tools to gather, evaluate, and use information. (ISTE 3)
A10. Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. (ISTE 4)
A11. Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. (ISTE 5)
A12. Students demonstrate a sound understanding of technology concepts, systems, and operations. (ISTE 6)
Health and Safety Education
A13. The student will comprehend concepts related to health promotion to enhance health. (HSE-1)
A14. The student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (HSE-2)
A15. The student will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (HSE-4)
A16. The student will demonstrate the ability to use decision-making skills to enhance health. (HSE-5)
A17. The student will demonstrate the ability to use goal-setting skills to enhance health. (HSE 6)
A18. The student will demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks. (HSE-7)
A19. The student will demonstrate the ability to advocate for personal, family, and consumer health. (HSE-8)

Elementary Algebra

A20. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. (EA-1)

A21. The student will demonstrate through the mathematical processes an understanding of relationships and functions. (EA-3)

A22. The student will demonstrate through the mathematical processes an understanding of the procedures for writing and solving linear equations and inequalities. (EA 4)

A23. The student will demonstrate through the mathematical processes an understanding of the graphs and characteristics of linear equations and inequalities. **(EA-5)**

A24. The student will demonstrate through the mathematical processes an understanding of quadratic relationships and functions. (EA-6)

Intermediate Algebra

A25. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. (IA-1)

A26. The student will demonstrate through the mathematical processes an understanding of functions, systems of equations, and systems of linear inequalities. (IA-2)

A27. The student will demonstrate through the mathematical processes an understanding of quadratic equations and the complex number system.(IA-3)

Geometry

A28. The student will understand and utilize the mathematical processes of Problem solving, reasoning and proof, communication, connections, and representation. (G-1)

A29. The student will demonstrate through the mathematical processes an understanding of the properties of basic geometric figures and the relationships between and among them. (G-2)

A30. The student will demonstrate through the mathematical processes an understanding of the properties and special segments of triangles and the relationships between and among triangles. (G-3)

A31. The student will demonstrate through the mathematical processes an understanding of the properties of quadrilaterals and other polygons and the relationships between and among them. (G-4)

A32. The student will demonstrate through the mathematical processes an understanding of the properties of circles, the lines that intersect them, and the use of their special segments. (G-5)

A33. The student will demonstrate through the mathematical processes an understanding of transformations, coordinate geometry, and vectors. (G-6)

A34. The student will demonstrate through the mathematical processes an understanding of the surface area and volume of three-dimensional objects.(G-7)

PreCalculus

A35. The student will understand and utilize the mathematical processes of Problem solving, reasoning and proof, communication, connections, and Representation. (PC-1)

A36. The student will demonstrate through the mathematical processes an understanding of the behaviors of trigonometric functions. (PC-5)

Data Analysis and Probability

A37. The student will understand and utilize the mathematical processes of Problem solving, reasoning and proof, communication, connections, and representation. (DA-1)

A38. The student will demonstrate through the mathematical processes an understanding of the methodology for collecting, organizing, displaying, and interpreting data. (DA-3)

A39. The student will demonstrate through the mathematical processes an understanding of the basic concepts of probability. (DA-5)

Global Studies

A40. The student will demonstrate an understanding of the effects of the economic, geographic, and political interactions that took place throughout the world during the nineteenth century. (GS-4)

U. S. History

A41. The student will demonstrate an understanding of the westward movement and the resulting regional conflicts that took place in America in the nineteenth century. (USHC-3).

A42. The student will demonstrate an understanding of major social, political, and economic developments that took place in the United States during the second half of the nineteenth century. (USHC-5)

A43. The student will demonstrate an understanding of the economic boom and- bust in America in the 1920s and 1930s, its resultant political instability, and the subsequent worldwide response. (USHC-7)

A44. The student will demonstrate an understanding of the impact of World War II on United States' foreign and domestic policies. (USHC-8)

Economics

A45. The student will demonstrate an understanding of how scarcity and choice impact the economic activity of individuals, families, communities, and nations. (ECON-1)

A46. The student will demonstrate an understanding of markets and the role of supply and demand in determining price and resource allocation. (ECON-2)

A47. The student will demonstrate an understanding of the sources of income and growth in a free-enterprise economy. (ECON-3)

A48. The student will demonstrate an understanding of personal economic decision making to maximize the net benefits of personal income. (ECON-4)

A49. The student will demonstrate an understanding of the various economic institutions of a market economy. (ECON-5)

A50. The student will demonstrate an understanding of the roles that federal, state, and local governments play in the operation of markets in the United States. (ECON-6)

A51. The student will demonstrate an understanding of the national economy and economic policies in the United States. (ECON-7)

U. S. Government

A52. The student will demonstrate an understanding of the United States government—its origins and its functions. (USG-1)

A53. The student will demonstrate an understanding of the continuing role of the United States Constitution in the defining and shaping of American

government and society. (USG-3)

A54. The student will demonstrate an understanding of the concept of personal and civic rights and responsibilities and the role of the citizen in American democracy. (USG-5)

Physical Science

A55. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. (PS-1)

A56. The student will demonstrate an understanding of various properties and classifications of matter. (PS-3)

A57. The student will demonstrate an understanding of chemical reactions and the classifications, structures, and properties of chemical compounds. (PS-4)

A58. The student will demonstrate an understanding of the nature of forces and motion. (PS-5)

A59. The student will demonstrate an understanding of the nature, conservation, and transformation of energy. (PS-6)

Biology

A60. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. (B-1)

Chemistry

A61. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. (C-1)

A62. Students will demonstrate an understanding of atomic structure and nuclear processes. (C-2)

A63. The student will demonstrate an understanding of the structures and classifications of chemical compounds. (C-3)

A64. The student will demonstrate an understanding of the nature and properties of various types of chemical solutions. (C-6)

Physics

A65. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. (P-1)

A66. The student will demonstrate an understanding of the conservation, transfer, and transformation of mechanical energy. (P-3)

A67. The student will demonstrate an understanding of the properties of electricity and magnetism and the relationships between them. (P-4)

A68. The student will demonstrate an understanding of the properties and behaviors of sound. (P-6)

A69. The student will demonstrate an understanding of the properties and behaviors of light and optics. (P-7)

A70. The student will demonstrate an understanding of the principles of thermodynamics. (P-10)

Earth Science

A71. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. (ES-1)

A72. Students will demonstrate an understanding of the internal and external dynamics of solid Earth. (ES-3)

INTERIOR DESIGN STANDARDS

B. CAREER DEVELOPMENT

SC Standard: B1. Evaluate a career plan designed to meet personal goals and objectives.

1. Display workplace skills (SCANS Skills) in a variety of settings.
2. Analyze 21st century skills.
3. Complete a functional career plan.
4. Critique a career portfolio for complete and quality inclusions.
5. Set goals and objectives for a career path.
6. Determine education, training, and credentialing requirements for different levels of interior design occupations.

C. INDUSTRY TRENDS

SC Standard: C1. Identify trends and new technologies in interior design and construction components.

1. Identify trends (Biomimicry, socioeconomic, cultural, biometric, the global market, aging population, Millennials, professional licensing) in the interior design profession.
2. Describe ergonomics, anthropometrics, and human comfort theories.
3. Explain the importance of environmental sustainability and ecological issues.
4. Identify current legislation, regulations and codes.
5. Employ new technological resources in the design process.
6. Analyze and explain how technology impacts design and construction.

D. DESIGN APPLICATION

SC Standard: D1. Generate creative solutions for problems within interior environments.

1. Incorporate appropriate terminology in daily communication.
2. Define creativity.
3. Identify and define relevant aspects of a design problem and apply creative solutions.
4. Explain construction document information.
5. Demonstrate space planning with appropriate scale and balance and for efficiency and safety.
6. Evaluate electrical and mechanical systems for placement and efficiency.
7. Implement building codes, universal guidelines, and regulations in space planning.
8. Evaluate standards and public policies affecting the interiors and furnishings industry.

E. CLIENT RELATIONS

SC Standard: E1. Analyze client needs, goals, and resources in creating design plans.

1. Incorporate client needs, goals, and resources into interior design projects.
2. Assess a variety of available resources for buildings and interior design.
3. Determine community, family, and financial resources needed to achieve clients' housing and interior goals.
4. Evaluate human needs, safety, space, and technology as they relate to interior design goals.
5. Create solutions for client problems

SC Standard: E2. Apply a variety of communication skills.

1. Demonstrate communication skills.
2. Integrate oral and visual material to present ideas clearly.
3. Distinguish correct terminology for appropriate situations.

F. PRESENTATION TECHNIQUES

SC Standard: F1. Demonstrate design ideas through a variety of presentation media.

1. Demonstrate the selection and use of media and studio tools.
2. Prepare renderings, elevations, and sketches using appropriate media.
3. Create visual presentations including samples, legends, keys, and schedules.
4. Develop a client presentation using a variety of media such as photography, video, computer, and software.

G. PROFESSIONAL PRACTICES

SC Standard: G1. Evaluate professional practices that lead to successful business operations.

1. Distinguish between the various types of design practices (sole proprietor, partnership, corporation, etc.)
2. Identify the elements of business practice and management: business development, financial management, strategic planning, insurance, business documents, marketing, business contracts, inventory control and loss prevention including cash and credit transactions.
3. Evaluate marketing skills to build clientele and promote products.
4. Examine operational costs such as markups, mark downs, cash flow, and other factors affecting profit.
5. Determine best practices for inclusion and collaboration within a workforce.
6. Analyze ethical and sound business practices.

A. ACADEMICS

ENGLISH LANGUAGE ARTS
http://ed.sc.gov/agency/programs-services/59/documents/StateBoardApprovedFinalMay14.pdf

SC Standard A1. Reading: Understanding and Using Literary Texts The student will read and comprehend a variety of literary text in print and non-print format. **(SC E1-4.1)**

- Compare/contrast ideas within and across literary text to make inferences.
- Create responses to literary text through a variety of methods (for example written works, oral and auditory presentation, discussions, media productions, and the visual and performing arts).
- Read independently for extended periods of time for pleasure.

Common Core Alignments – Anchor Standards:
http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf
READING STANDARDS – PAGE 35
Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Range of Reading and Level of Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.

WRITING STANDARDS – PAGE 41
Text Types and Purposes*
1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

SPEAKING AND LISTENING – PAGE 48
Comprehension and Collaboration
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

LANGUAGE – PAGE 51

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SC Standard A2. Reading: Understanding And Using Informational Text The student will read and comprehend a variety of informational texts in print and non-print. **(SC E1-4.2)**

- Compare/contrast information within and across texts to draw conclusions and make inferences.
- Create responses to informational texts through a variety of methods (for example, drawings, written works, oral and auditory presentation, discussions, and media productions)
- Read independently for extended periods of time to gain information.
- Analyze information from graphic features (charts and graphs) in informational texts.

Common Core Alignments – Anchor Standards:
http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf
READING STANDARDS – PAGE 35
Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

WRITING STANDARDS

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

SPEAKING AND LISTENING – PAGE 48

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
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LANGUAGE – PAGE 51

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SC Standard A3 Reading: Building Vocabulary The student will use word analysis and vocabulary strategies to read fluently. **(SC E1-4.3)**

- Use context clues to determine the meaning of technical terms and other unfamiliar words.

- Interpret euphemisms (the substitute of a mild and pleasant expression for a harsh and blunt one) and connotations (the implicit, rather than the explicit meaning of a word) of words to understand the meaning of a given text.

Common Core Alignments – Anchor Standards:
http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf
READING STANDARDS – PAGE 35
Craft and Structure
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LANGUAGE – PAGE 51
Knowledge of Language
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
Vocabulary Acquisition and Use
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SC Standard A4. Writing: Developing Written Communications The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English. **(SC E1-4.4)**

- Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.

- Use complete sentences in a variety of types (including simple, compound, complex, and compound-complex).

- Use grammatical conventions of written Standard American English.

- Edit written pieces for correct use of Standard American English including reinforcement of the mechanics previously taught.

Common Core Alignments – Anchor Standards:

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf

WRITING STANDARDS – PAGE 41

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LANGUAGE – PAGE 51

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SC Standard A5. Writing: Producing Written Communications in a Variety Of forms

The student will write for a variety of purposes and audiences. **(SC E1-4.5)**

- Create informational pieces that use language appropriate for the specific audience.
- Create technical pieces that use clear and precise language appropriate for the purpose and audience.
- Compose effective pieces of writing to respond to prompts in “on demand” situations.
- Create descriptions for use in other modes of written works (for example, personal essays, travel writing, or restaurant reviews) that use sensory images and vivid word choice.

Common Core Alignments – Anchor Standards:

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf

WRITING STANDARDS – PAGE 41

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

LANGUAGE – PAGE 51

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SC Standard A6. Researching: Applying The Skills Of Inquiry And Oral Communication

The student will access and use information from a variety of sources. **(SC E1-4.6)**

- Clarify and refine a research topic.
- Use vocabulary including Standard American English that is appropriate for the particular audience or purpose.
- Use a variety of print and electronic reference materials.
- Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.

- Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.

- Create written works, oral and auditory presentations, and visual presentations that are designed for a specific audience and purpose.

- Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and organizing information.

Common Core Alignments – Anchor Standards:
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WRITING STANDARDS – PAGE 41
Text Types and Purposes*
1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Research to Build and Present Knowledge
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
Range of Writing
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SPEAKING AND LISTENING – PAGE 48
Comprehension and Collaboration
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

LANGUAGE – PAGE 51

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Educational Technology

A7. Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. (ISTE 1)

Indicator(s):

- Apply existing knowledge to generate new ideas, products, or processes.
- Create original works as a means of personal or group expression.
- Use models and simulations to explore complex systems and issues.
- Identify trends and forecast possibilities.

A8. Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. (ISTE 2)

Indicator(s):

- Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- Develop cultural understanding and global awareness by engaging with learners of other cultures.

- Contribute to project teams to produce original works or solve problems.

A9. Students apply digital tools to gather, evaluate, and use information. (ISTE 3)
Indicator(s):

- Plan strategies to guide inquiry.
- Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- Process data and report results.

A10. Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. (ISTE 4)
Indicator(s):

- Identify and define authentic problems and significant questions for investigation.
- Plan and manage activities to develop a solution or complete a project.
- Collect and analyze data to identify solutions and/or make informed decisions.
- Use multiple processes and diverse perspectives to explore alternative solutions.

A11. Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. (ISTE 5)
Indicator(s):

- Advocate and practice safe, legal, and responsible use of information and technology.
- Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- Demonstrate personal responsibility for lifelong learning.
- Exhibit leadership for digital citizenship.

A12. Students demonstrate a sound understanding of technology concepts, systems, and operations. (ISTE 6)
Indicator(s):

- Understand and use technology systems.
- Select and use applications effectively and productively.
- Troubleshoot systems and applications.
- Transfer current knowledge to learning of new technologies.

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Health and Safety Education
A13. The student will comprehend concepts related to health promotion to enhance health. (HSE-1)
Indicator(s):

- Describe characteristics of a healthy relationship.
- Describe laws and regulations related to safety and personal injury.
- Discuss ways to reduce the risk of intentional and unintentional injuries in the home, school, community, workplace, and roadways.
- **A14.** The student will analyze the influence of family, peers, culture,

- media, technology, and other factors on health behaviors. (HSE-2)

Indicator(s):

- Analyze ways that the family, peers, culture, and the media influence the mental, emotional, and social health of individuals.

- Analyze the influence of family, peers, culture, the media, technology, and other factors on health behaviors.
- Describe ways that environmental factors can affect the health of the community.
- Examine ways that public health policies, government regulations, and socioeconomic issues affect health promotion and disease prevention.
- Examine ways that the media, advertising, and marketing practices affect the nutrition and physical activity level of individuals.

A15. The student will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (HSE-4)

Indicator(s):

- Demonstrate ways to communicate care, consideration, and respect for him- or herself and others.
- Demonstrate refusal, negotiation, and collaboration skills to enhance his or her health and to avoid potentially harmful situations.
- Demonstrate ways to ask for assistance to enhance his or her own health and ways to offer assistance to enhance the health of others.

A16. The student will demonstrate the ability to use decision-making skills to enhance health. (HSE-5)

Indicator(s):

- Determine when it is necessary to seek help and/or to leave an unhealthy relationship or situation.
- Examine barrier to healthy decision making.
- Justify when individual or collaborative decision making is appropriate.

A17. The student will demonstrate the ability to use goal-setting skills to enhance health. (HSE 6)

Indicators

- Develop and implement a personal stress management plan.

A18. The student will demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks. (HSE-7)

Indicator(s):

- Develop injury prevention and treatment strategies for personal and family health.
- Develop strategies for maintaining a positive self-concept.
- Demonstrate strategies for solving interpersonal conflicts without harming him- or herself or others.
- Demonstrate a variety of health practices and behaviors that will maintain or improve the health of him- or herself and others.

A19. The student will demonstrate the ability to advocate for personal, family, and consumer health. (HSE-8)

Indicator(s):

- Advocate for the promotion and protection of a healthy environment.

Elementary Algebra

A20. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. (EA-1)

Indicator(s):

- Communicate a knowledge of algebraic relationships by using mathematical terminology appropriately.
- Connect algebra with other branches of mathematics.
- Apply algebraic methods to solve problems in real-world contexts.
- Judge the reasonableness of mathematical solutions.
- Demonstrate an understanding of algebraic relationships by using a variety of representations (including verbal, graphic, numerical, and symbolic).
- Understand how algebraic relationships can be represented in concrete models, pictorial models, and diagrams.
- Understand how to represent algebraic relationships by using tools such as handheld computing devices, spreadsheets, and computer algebra systems (CASs).

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MATHEMATICS | HIGH SCHOOL—ALGEBRA – PAGE 63
Seeing Structure in Expressions
• Interpret the structure of expressions
• Write expressions in equivalent forms to solve problems
Arithmetic with Polynomials and Rational Expressions
• Perform arithmetic operations on polynomials
• Understand the relationship between zeros and factors of polynomials
• Use polynomial identities to solve problems
• Rewrite rational expressions
Creating Equations
• Create equations that describe numbers or relationships
Reasoning with Equations and Inequalities
• Understand solving equations as a process of reasoning and explain the reasoning
• Solve equations and inequalities in one variable
• Solve systems of equations
• Represent and solve equations and inequalities graphically

A21. The student will demonstrate through the mathematical processes an understanding of relationships and functions. (EA-3)

Indicator(s):

- Carry out a procedure to evaluate a function for a given element in the domain.
- Apply proportional reasoning to solve problems.

A22. The student will demonstrate through the mathematical processes an understanding of the procedures for writing and solving linear equations and inequalities. (EA 4)

Indicator(s):

- Represent linear equations in multiple forms (including point-slope, slope-intercept, and standard).
- Carry out procedures to solve linear equations for one variable algebraically.

- Carry out procedures to solve linear inequalities for one variable algebraically and then to graph the solution.
- Carry out a procedure to solve systems of two linear equations graphically.
- Carry out a procedure to solve systems of two linear equations algebraically.

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• Understand the concept of a function and use function notation
• Interpret functions that arise in applications in terms of the context
• Analyze functions using different representations
Building Functions
• Build a function that models a relationship between two quantities
• Build new functions from existing functions
Linear, Quadratic, and Exponential Models
• Construct and compare linear, quadratic, and exponential models and solve problems
• Interpret expressions for functions in terms of the situation they model
Trigonometric Functions
• Extend the domain of trigonometric functions using the unit circle
• Model periodic phenomena with trigonometric functions
• Prove and apply trigonometric identities

A23. The student will demonstrate through the mathematical processes an understanding of the graphs and characteristics of linear equations and inequalities. **(EA-5)**

Indicators

EA-5.9 Analyze given information to write a linear function that models a given problem situation.
EA-5.10 Analyze given information to determine the domain and range of a linear function in a problem situation.
EA-5.11 Analyze given information to write a system of linear equations that models a given problem situation.
EA-5.12 Analyze given information to write a linear inequality in one variable that models a given problem situation.

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Trigonometric Functions

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A24. The student will demonstrate through the mathematical processes an understanding of quadratic relationships and functions. (EA-6)

Indicators

EA-6.4 Carry out a procedure to solve quadratic equations by factoring.
EA-6.5 Carry out a graphic procedure to approximate the solutions of quadratic equations.
EA-6.6 Analyze given information to determine the domain of a quadratic function in a problem situation.

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Building Functions

• Build a function that models a relationship between two quantities
• Build new functions from existing functions

Linear, Quadratic, and Exponential Models

• Construct and compare linear, quadratic, and exponential models and solve problems
• Interpret expressions for functions in terms of the situation they model

Trigonometric Functions

• Extend the domain of trigonometric functions using the unit circle
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Intermediate Algebra

A25. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. (IA-1)

Indicator(s):

- Communicate a knowledge of algebraic relationships by using mathematical terminology appropriately.
- Apply algebraic methods to solve problems in real-world contexts.
- Apply algebraic methods to solve problems in real-world contexts.
- Demonstrate an understanding of algebraic relationships by using a variety of representations (including verbal, graphic, numerical, and symbolic).
- Understand how to represent algebraic relationships by using tools such as handheld computing devices, spreadsheets, and computer algebra systems (CASs).

A26. The student will demonstrate through the mathematical processes an understanding of functions, systems of equations, and systems of linear inequalities. (IA-2)

Indicator(s):

- Analyze a problem situation to determine a system of linear inequalities that models the problem situation.
- Apply a procedure to write the equation of a composition of given functions.

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Trigonometric Functions
• Extend the domain of trigonometric functions using the unit circle
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• Prove and apply trigonometric identities

A27. The student will demonstrate through the mathematical processes an understanding of quadratic equations and the complex number system. (IA-3)

Indicator(s):

- Carry out a procedure to perform operations with complex numbers (including addition, subtraction, multiplication, and division).

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Geometry

A28. The student will understand and utilize the mathematical processes of Problem solving, reasoning and proof, communication, connections, and representation. (G-1)

Indicator(s):

- Communicate knowledge of geometric relationships by using mathematical terminology appropriately.
- Demonstrate an understanding of how geometry applies to in real-world contexts (including architecture, construction, farming, and astronomy).
- Demonstrate an understanding of geometric relationships (including constructions through investigations by using a variety of tools such as straightedge, compass, Patty Paper, dynamic geometry software, and handheld computing devices).

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- **Similarity, Right Triangles, and Trigonometry**
- • Understand similarity in terms of similarity transformations
- • Prove theorems involving similarity
- • Define trigonometric ratios and solve problems involving right triangles
- • Apply trigonometry to general triangles
- **Circles**
- • Understand and apply theorems about circles
- • Find arc lengths and areas of sectors of circles
- **Expressing Geometric Properties with Equations**
- • Translate between the geometric description and the equation for a conic section
- • Use coordinates to prove simple geometric theorems algebraically
- **Geometric Measurement and Dimension**
- • Explain volume formulas and use them to solve problems
- • Visualize relationships between two dimensional and three-dimensional objects
- **Modeling with Geometry**
- • Apply geometric concepts in modeling situations

A29. The student will demonstrate through the mathematical processes an understanding of the properties of basic geometric figures and the relationships between and among them. (G-2)

Indicator(s):

- Infer missing elements of visual or numerical geometric patterns (including triangular and rectangular numbers and the number of diagonals in polygons).
- Apply properties of parallel lines, intersecting lines, and parallel lines cut by a
- transversal to solve problems.
- Use the congruence of line segments and angles to solve problems.

- Use direct measurement to determine the length of a segment, degree of an angle, and distance from a point to a line.
- Carry out a procedure to create geometric constructions (including the midpoint of a line segment, the angle bisector, the perpendicular bisector of a line segment, the line through a given point that is parallel to a given line, and the line through a given point that is perpendicular to a given line).
- Use scale factors to solve problems involving scale drawings and models.
- Use geometric probability to solve problems.

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A30. The student will demonstrate through the mathematical processes an understanding of the properties and special segments of triangles and the relationships between and among triangles. (G-3)

Indicator(s):

- Carry out a procedure to compute the perimeter of a triangle.
- Carry out a procedure to compute the area of a triangle.
- Analyze how changes in dimensions affect the perimeter or area of triangles.
- Apply properties of isosceles and equilateral triangles to solve problems.
- Use interior angles, exterior angles, medians, angle bisectors, altitudes, and perpendicular bisectors to solve problems.
- Apply the triangle sum theorem to solve problems.
- Apply congruence and similarity relationships among triangles to solve problems.
- Use the properties of 45-45-90 and 30-60-90 triangles to solve problems.

A31. The student will demonstrate through the mathematical processes an understanding of the properties of quadrilaterals and other polygons and the relationships between and among them. (G-4)

Indicator(s):

- Carry out a procedure to compute the perimeter of quadrilaterals, regular polygons, and composite figures.
- Carry out a procedure to find the area of quadrilaterals, regular polygons, and composite figures.
- Apply procedures to compute measures of interior and exterior angles of polygons.
- Analyze how changes in dimensions affect the perimeter or area of quadrilaterals and regular polygons.

- Apply the properties and attributes of quadrilaterals and regular polygons and their component parts to solve problems.
- Apply congruence and similarity relationships among shapes (including quadrilaterals and polygons) to solve problems.

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A32. The student will demonstrate through the mathematical processes an understanding of the properties of circles, the lines that intersect them, and the use of their special segments. (G-5)

Indicator(s):

- Carry out a procedure to compute the circumference of circles.
- Carry out a procedure to compute the area of circles.
- Analyze how a change in the radius affects the circumference or area of a circle.
- Carry out a procedure to compute the length of an arc or the area of a sector of circle.
- Apply the properties of lines that intersect circles (including two secants, two tangents, and a secant and a tangent) to solve problems.
- Apply the properties of central angles, inscribed angles, and arcs of circles to solve problems.
- Apply the properties of the component parts of a circle (including radii, diameters, chords, sectors, arcs, and segments) to solve problems.

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A33. The student will demonstrate through the mathematical processes an understanding of transformations, coordinate geometry, and vectors. (G-6)

Indicator(s):

- Use the distance formula to solve problems.
- Use the midpoint formula to solve problems.
- Apply transformations—translation, reflection, rotation, and dilation—to figures in the coordinate plane by using sketches and coordinates.

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A34. The student will demonstrate through the mathematical processes an understanding of the surface area and volume of three-dimensional objects. (G-7)

Indicator(s):

- Carry out a procedure to compute the surface area of three-dimensional objects (including cones, cylinders, pyramids, prisms, spheres, and hemispheres).
- Carry out a procedure to compute the volume of three-dimensional objects (including cones, cylinders, pyramids, prisms, spheres, hemispheres, and composite objects).
- Analyze how changes in dimensions affect the volume of objects (including cylinders, prisms, and spheres).
- Apply congruence and similarity relationships among geometric objects to solve problems
- Apply a procedure to draw a top view, front view, and side view of a three-dimensional object.
- Apply a procedure to draw an isometric view of a three-dimensional object.

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PreCalculus

A35. The student will understand and utilize the mathematical processes of Problem solving, reasoning and proof, communication, connections, and

Representation. (PC-1)

Indicator(s):

- Apply algebraic methods to solve problems in real-world contexts.
- Judge the reasonableness of mathematical solutions.
- Demonstrate an understanding of algebraic and trigonometric relationships by using a variety of representations (including verbal, graphic, numerical, and symbolic).
- Understand how algebraic and trigonometric relationships can be represented in concrete models, pictorial models, and diagrams.
- Understand how to represent algebraic and trigonometric relationships by using tools such as handheld computing devices, spreadsheets, and computer algebra systems (CASs).

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- **MATHEMATICS | HIGH SCHOOL—NUMBER and QUANTITY – PAGE 59**
- **The Real Number System**
- • Extend the properties of exponents to rational exponents
- • Use properties of rational and irrational numbers.
- **Quantities**
- • Reason quantitatively and use units to solve problems
- **The Complex Number System**
- • Perform arithmetic operations with complex numbers
- • Represent complex numbers and their operations on the complex plane
- • Use complex numbers in polynomial identities and equations
- **Vector and Matrix Quantities**
- • Represent and model with vector quantities.
- • Perform operations on vectors.
- • Perform operations on matrices and use matrices in applications.

A36. The student will demonstrate through the mathematical processes an understanding of the behaviors of trigonometric functions. (PC-5)

Indicator(s):

- Understand how angles are measured in either degrees or radians.

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• Represent and model with vector quantities.
• Perform operations on vectors.
• Perform operations on matrices and use matrices in applications.

Data Analysis and Probability

A37. The student will understand and utilize the mathematical processes of Problem solving, reasoning and proof, communication, connections, and representation. (DA-1)

Indicator(s):

- Execute procedures to find measures of probability and statistics by using tools such as handheld computing devices, spreadsheets, and statistical software.
- Apply the principles of probability and statistics to solve problems in real-world contexts.
- Communicate a knowledge of data analysis and probability by using mathematical terminology appropriately.
- Judge the reasonableness of mathematical solutions on the basis of the source of the data, the design of the study, the way the data are displayed, and the way the data are analyzed.
- Compare data sets by using graphs and summary statistics.

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Modeling with Geometry
• Apply geometric concepts in modeling situations

A38. The student will demonstrate through the mathematical processes an understanding of the methodology for collecting, organizing, displaying, and interpreting data. (DA-3)

Indicator(s):

- Use manipulatives, random number tables, and technology to collect data and conduct experiments and simulations.
- Organize and interpret data by using pictographs, bar graphs, pie charts, dot plots, histograms, time-series plots, stem-and-leaf plots, box-and-whiskers plots, and scatterplots.

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Conditional Probability and the Rules of Probability
• Understand independence and conditional probability and use them to interpret data
• Use the rules of probability to compute probabilities of compound events in a uniform probability model
Using Probability to Make Decisions
• Calculate expected values and use them to solve problems
• Use probability to evaluate outcomes of decisions

A39. The student will demonstrate through the mathematical processes an understanding of the basic concepts of probability. (DA-5)

Indicator(s):

- Construct a sample space for an experiment and represent it as a list, chart, picture, or tree diagram.
- Use counting techniques to determine the number of possible outcomes for an event.
- Classify events as either dependent or independent.
- Categorize two events either as mutually exclusive or as not mutually exclusive of one another.
- Use the concept of complementary sets to compute probabilities.

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MATHEMATICS | HIGH SCHOOL —STATISTICS AND PROBABILITY★-PAGE 80
Using Probability to Make Decisions
• Calculate expected values and use them to solve problems
• Use probability to evaluate outcomes of decisions

Global Studies

A40. The student will demonstrate an understanding of the effects of the economic, geographic, and political interactions that took place throughout the world during the nineteenth century. (GS-4)

Indicator(s):

Explain the economic and cultural impact of European involvement on other continents during the era of European expansion.

U. S. History

A41. The student will demonstrate an understanding of the westward movement and the resulting regional conflicts that took place in America in the nineteenth century. (USHC-3).

Indicator(s):

- Compare economic development in different regions of the country during the early nineteenth century, including agriculture in the South, industry and finance in the North, and the development of new resources in the West.

A42. The student will demonstrate an understanding of major social, political, and economic developments that took place in the United States during the second half of the nineteenth century. (USHC-5)

Indicator(s):

- Summarize developments in business and industry, including the ascent of new industries, the rise of corporations through monopolies and corporate mergers, the role of industrial leaders such as John D. Rockefeller and Andrew Carnegie, the influence of business ideologies, and the increasing availability of consumer goods and the rising standard of living.
- Summarize the factors that influenced the economic growth of the United States and its emergence as an industrial power, including the abundance of natural resources; government support and protection in the form of tariffs, labor policies, and subsidies; and the expansion of international markets associated with industrialization.

A43. The student will demonstrate an understanding of the economic boom-and-bust in America in the 1920s and 1930s, its resultant political instability, and the subsequent worldwide response. (USHC-7)

Indicator(s):

- Explain the social, cultural, and economic effects of scientific innovation and consumer financing options in the 1920s on the United States and the world, including the advent of aviation, the expansion of mass production techniques, the invention of new home appliances, and the role of transportation in changing urban life.

A44. The student will demonstrate an understanding of the impact of World War II on United States' foreign and domestic policies. (USHC-8)

Indicator(s):

- Explain the lasting impact of the scientific and technological developments in America after World War II, including new systems for scientific research, medical advances, improvements in agricultural technology, and resultant changes in the standard of living and demographic patterns.

Economics

A45. The student will demonstrate an understanding of how scarcity and choice impact the economic activity of individuals, families, communities, and nations. (ECON-1)

Indicator(s):

- Illustrate the relationship between scarcity—limited resources and unlimited human wants—and the economic choices made by individuals, families, communities, and nations, including how families must budget their income and expenses, how people use

psychological and intellectual resources to deal with scarcity, and how local political entities as well as nation-states use scarce resources to satisfy human wants.

- Explain the concept of opportunity costs and how individuals, families, communities, and nations make economic decisions on that basis, including analyzing marginal costs and marginal benefits and assessing how their choices may result in trade-offs.
- Compare the four key factors of production—land, labor, capital, and entrepreneurship—and explain how they are used, including the specialization and division of labor that permits efficient use of scarce resources.

A46. The student will demonstrate an understanding of markets and the role of supply and demand in determining price and resource allocation. (ECON-2)

Indicator(s):

- Explain the law of supply and demand, including the relationships of critical determinants (e.g., consumer income, tastes, and preferences; technology; the price of inputs) and the effects of change on equilibrium, price, and quantity.
- Explain the nature and role of competition in a market economy, including the determination of market price through competition among buyers and sellers and the conditions that make industries more or less competitive, such as the effect of domestic and international competition and the quality, quantity, and price of products.
- Explain economic incentives that lead to the efficient use of resources, including monetary and nonmonetary incentives, the ways in which people change their behavior in response to incentives, the relationship of incentives to the laws of supply and demand, and the role of private property as an incentive in conserving and improving scarce resources.
- Explain the effect of shortages and surpluses in a market economy, including the effect of price controls (ceilings and floors) in causing shortages or surpluses, changes in the price of products as a result of surplus or shortage, and market mechanisms for eliminating shortages and surpluses and achieving market equilibrium.

A47. The student will demonstrate an understanding of the sources of income and growth in a free-enterprise economy. (ECON-3)

Indicator(s):

- Compare personal income distribution and functional income distribution, including how distribution of income affects public policy.
- Explain the role of entrepreneurs in a market economy, including the costs and benefits of being an entrepreneur, the expectation of profit as the incentive for entrepreneurs to accept business risks, and the effect of changes in taxation and government regulation on entrepreneurial decisions.
- Explain the causes and effects of economic growth, including the relationship between investment in human resources and in real capital, the alleviation of poverty, the increase in standards of living, and the creation of new employment opportunities.

A48. The student will demonstrate an understanding of personal economic decision making to maximize the net benefits of personal income. (ECON-4)

Indicator(s):

- Summarize types of personal economic decisions and choices that individuals make, including determining how to budget money; establishing short- and long-term financial

goals and plans related to income, saving, and spending; utilizing loans and credit cards; and considering investment options.
- Explain influences on personal economic decision making and choices, including the effect of education, career choices, and family obligations on future income; the influence of advertising on consumer choices; the risks and benefits involved in short- and long-term saving and investment strategies; and the effect of taxation and interest rates on household consumption and savings.

A49. The student will demonstrate an understanding of the various economic institutions of a market economy. (ECON-5)

Indicator(s):

- Compare the significant characteristics of a market economy with those of traditional and command economies, including differences in the roles of the government, individual firms, and households in decision making; types of economic institutions; the extent of consumer sovereignty/choice; and the role of private property rights, competition, and the profit motive.
- Analyze the roles of and relationships among economic institutions in a market economy, including the banking system and its interaction with business firms and consumers, the economic circular flow model, the function of financial and securities markets, and the impact of labor unions on the American economy.

A50. The student will demonstrate an understanding of the roles that federal, state, and local governments play in the operation of markets in the United States. (ECON-6)

Indicator(s):

- Compare the various functions and roles of the government in the United States economy, including providing public goods, defining and enforcing property rights, correcting externalities and regulating markets, maintaining and promoting competition in the market, protecting consumers' rights, and redistributing income.
- Summarize major sources of government revenue, including taxation at the federal, state, and local levels and tax revenues from personal income and payroll taxes, sales taxes, and property taxes.

A51. The student will demonstrate an understanding of the national economy and economic policies in the United States. (ECON-7)

Indicator(s):

- Compare measures of economic health, including the gross domestic product, consumer price indexes, personal income, disposable income, rates of inflation and deflation, and unemployment rates.

U. S. Government

A52. The student will demonstrate an understanding of the United States government—its origins and its functions. (USG-1)

Indicator(s):

- Summarize arguments for the necessity and purpose of government and politics, including the idea that politics enables a group of people with diverse opinions and

interests to reach collective decisions, the idea that government gives people the security they need in order to reach their full potential, and the idea that the purposes of government include enhancing economic prosperity and providing for national security.

A53. The student will demonstrate an understanding of the continuing role of the United States Constitution in the defining and shaping of American government and society. (USG-3)

Indicator(s):

- Summarize the function of law in the American constitutional system, including the significance of the concept of the due process of law and the ways in which laws are intended to achieve fairness, the protection of individual rights, and the promotion of the common good.

A54. The student will demonstrate an understanding of the concept of personal and civic rights and responsibilities and the role of the citizen in American democracy. (USG-5)

Indicator(s):

- Classify the rights of United States citizens as personal, political, or economic and identify the significance and source of such rights and the conflicts that can arise when these rights are limited.

Physical Science

A55. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. (PS-1)

Indicator(s):

- Generate hypotheses on the basis of credible, accurate, and relevant sources of scientific information.
- Use appropriate laboratory apparatuses, technology, and techniques safely and accurately when conducting a scientific investigation.

Use scientific instruments to record measurement data in appropriate metric units that reflect the precision and accuracy of each particular instrument.

- Design a scientific investigation with appropriate methods of control to test a hypothesis (including independent and dependent variables), and evaluate the designs of sample investigations.
- Organize and interpret the data from a controlled scientific investigation by using mathematics (including formulas and dimensional analysis), graphs, models, and/or technology.

A56. The student will demonstrate an understanding of various properties and classifications of matter. (PS-3)

Indicator(s):

- Infer the practical applications of organic and inorganic substances on the basis of their chemical and physical properties.
- Classify matter as a pure substance (either an element or a compound) or as a mixture (either homogeneous or heterogeneous) on the basis of its structure and/or composition.

Classify various solutions as acids or bases according to their physical properties, chemical properties (including neutralization and reaction with metals), generalized formulas, and pH (using pH meters, pH paper, and litmus paper).

- Distinguish chemical properties of matter (including reactivity) from physical properties of matter (including boiling point, freezing/melting point, density [with density calculations], solubility, viscosity, and conductivity).
- Compare the properties of the four states of matter—solid, liquid, gas, and plasma—in terms of the arrangement and movement of particles.

A57. The student will demonstrate an understanding of chemical reactions and the classifications, structures, and properties of chemical compounds. (PS-4)

Indicator(s):

- Explain the role of bonding in achieving chemical stability.
- Summarize evidence (including the evolution of gas; the formation of a precipitate; and/or changes in temperature, color, and/or odor) that a chemical reaction has occurred.

A58. The student will demonstrate an understanding of the nature of forces and motion. (PS-5)

Indicator(s):

- Explain the relationship among distance, time, direction, and the velocity of an object.
- Explain how the gravitational force between two objects is affected by the mass of each object and the distance between them.

A59. The student will demonstrate an understanding of the nature, conservation, and transformation of energy. (PS-6)

Indicator(s):

- Explain how the law of conservation of energy applies to the transformation of various forms of energy (including mechanical energy, electrical energy, chemical energy, light energy, sound energy, and thermal energy).
- Explain the factors that determine potential and kinetic energy and the transformation of one to the other.
- Represent an electric circuit by drawing a circuit diagram that includes the symbols for a resistor, switch, and voltage source.
- Compare alternating current (AC) and direct current (DC) in terms of the production of electricity and the direction of current flow.

Biology

A60. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. (B-1)

Indicator(s):

- Use appropriate laboratory apparatuses, technology, and techniques safely and accurately when conducting a scientific investigation.
- Use scientific instruments to record measurement data in appropriate metric units that reflect the precision and accuracy of each particular instrument.
- Design a scientific investigation with appropriate methods of control to test a hypothesis (including independent and dependent variables), and evaluate the designs of sample investigations.

- Organize and interpret the data from a controlled scientific investigation by using mathematics, graphs, models, and/or technology.
- Evaluate the results of a controlled scientific investigation in terms of whether they refute or verify the hypothesis.
- Evaluate a technological design or product on the basis of designated criteria (including cost, time, and materials).
- Compare the processes of scientific investigation and technological design.
- Use appropriate safety procedures when conducting investigations.

Chemistry

A61. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. (C-1)

Indicator(s):

- Organize and interpret the data from a controlled scientific investigation by using mathematics (including formulas, scientific notation, and dimensional analysis), graphs, models, and/or technology.

A62. Students will demonstrate an understanding of atomic structure and nuclear processes. (C-2)

Indicator(s):

- Apply the predictable rate of nuclear decay (half-life) to determine the age of materials.

A63. The student will demonstrate an understanding of the structures and classifications of chemical compounds. (C-3)

Indicator(s):

- Identify the basic structure of common polymers (including proteins, nucleic acids, plastics, and starches).

A64. The student will demonstrate an understanding of the nature and properties of various types of chemical solutions. (C-6)

Indicator(s):

- Summarize the process by which solutes dissolve in solvents, the dynamic equilibrium that occurs in saturated solutions, and the effects of varying pressure and temperature on solubility.
- Carry out calculations to find the concentration of solutions in terms of molarity and percent weight (mass).

Physics

A65. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. (P-1)

Indicator(s):

- Apply established rules for significant digits, both in reading scientific instruments and in calculating derived quantities from measurement.
- Use appropriate laboratory apparatuses, technology, and techniques safely and accurately when conducting a scientific investigation.
- Use scientific instruments to record measurement data in appropriate metric units that reflect the precision and accuracy of each particular instrument.

- Design a scientific investigation with appropriate methods of control to test a hypothesis (including independent and dependent variables), and evaluate the designs of sample investigations.
- Organize and interpret the data from a controlled scientific investigation by using (including calculations in scientific notation, formulas, and dimensional analysis), graphs, tables, models, diagrams, and/or technology.
  Evaluate the results of a controlled scientific investigation in terms of whether they refute or verify the hypothesis.
- Evaluate a technological design or product on the basis of designated criteria (including cost, time, and materials).
- Use appropriate safety procedures when conducting investigations**.**

A66. The student will demonstrate an understanding of the conservation, transfer, and transformation of mechanical energy. (P-3)

Indicator(s):

- Apply energy formulas to determine potential and kinetic energy and explain the transformation from one to the other.
- Apply the law of conservation of energy to the transfer of mechanical energy through work.

A67. The student will demonstrate an understanding of the properties of electricity and magnetism and the relationships between them. (P-4)

Indicator(s):

- Differentiate between alternating current (AC) and direct current (DC) in electrical circuits.
- Carry out calculations for electric power and electric energy for circuits.
- Summarize the function of electrical safety components (including fuses, surge protectors, and breakers).
- Predict the cost of operating an electrical device by determining the amount of electrical power and electrical energy in the circuit.

A68. The student will demonstrate an understanding of the properties and behaviors of sound. (P-6)

Indicator(s):

- Summarize the production of sound and its speed and transmission through various media.
- Explain how frequency and intensity affect the parts of the sonic spectrum.
- Compare intensity and loudness.
- Apply formulas to determine the relative intensity of sound.

A69. The student will demonstrate an understanding of the properties and behaviors of light and optics. (P-7)

Indicator(s):

- Explain the particulate nature of light as evidenced in the photoelectric effect.
- Compare color by transmission to color by reflection.
- Compare color mixing in pigments to color mixing in light.

- Use the inverse square law to determine the change in intensity of light with distance.

A70. The student will demonstrate an understanding of the principles of thermodynamics. (P-10)

Indicator(s):

- Summarize the first and second laws of thermodynamics.
- Explain the relationship among internal energy, heat, and work.
- Apply the concepts of heat capacity, specific heat, and heat exchange to solve calorimetry problems.
- Summarize the functioning of heat transfer mechanisms (including engines and refrigeration systems).

Earth Science

A71. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. (ES-1)

Indicator(s):

- Apply established rules for significant digits, both in reading scientific instruments and in calculating derived quantities from measurement.
- Use appropriate laboratory apparatuses, technology, and techniques safely and accurately when conducting a scientific investigation.
- Use scientific instruments to record measurement data in appropriate metric units that reflect the precision and accuracy of each particular instrument.
- Organize and interpret the data from a controlled scientific investigation by using mathematics (including calculations in scientific notation, formulas, and dimensional analysis), graphs, tables, models, diagrams, and/or technology.
- Evaluate a technological design or product on the basis of designated criteria (including cost, time, and materials).
- Use appropriate safety procedures when conducting investigations.

A72. Students will demonstrate an understanding of the internal and external dynamics of solid Earth. (ES-3)

Indicator(s):

- Summarize the formation of ores and fossil fuels and the impact on the environment that the use of these fuels has had.

B. CAREER DEVELOPMENT

SC Standard: B1. Evaluate a career plan designed to meet personal goals and objectives.

FACS Nat'l Standard: 11.1 Analyze career paths within the housing, interior design, and furnishings industries.

AAFCS Interior Design Fundamentals: Career Paths 1A: Identify education, training, credentialing requirements; 1B: Summarize the roles, functions, and occupations related to interior design; 1D: Understand the attitudes and values of interior design professionals.

Council for Interior Design Accreditation (CIDA): Standard 1: Mission; Standard 7: Professionalism

Academic Alignment: ELA: A1, A2, A3, A4, A5, A6, & A7; ISTE: A7, A8, A9, A10, A11, A12; HSE: A15, A16, A17, EA A20, A23; DA: A37; ECON: A46, A47, A48; USG: A54

Essential Question(s):

1. How can a career plan increase your chances of getting into school or obtaining a better job?
2. What can be done in daily life to promote a better career plan?
3. How can goal-setting increase your potential for success?

Indicators:

What Students Should Know:	What Students Should Be Able to Do:
1. SCANS Skills 2. 21st Century Skills 3. Components of a career plan 4. Career portfolio contents 5. Types of goals and objectives 6. Education, training, and credentialing requirements	1. Display workplace skills (SCANS Skills) in a variety of settings. 2. Analyze 21st century skills. 3. Complete a functional career plan. 4. Critique a career portfolio for complete and quality inclusions. 5. Set goals and objectives for a career path. 6. Determine education, training, and credentialing requirements for different levels of interior design occupations.

Learning Strategies:

- Explain the importance of punctuality and attendance at work.
- Analyze appropriate dress and hygiene practices for the profession.
- Role play business manners for various situations (answering the phone, dealing with clients, collaborating with colleagues, etc.).

Learning Strategies:

- Identify methods of improving time management.
- Invite a manager in to conduct sample interviews.
- Construct a graph to compare salaries of different levels of interior design occupations based on education, training, and credentialing requirements.
- Explain the importance of punctuality and attendance at work.
- Analyze appropriate dress and hygiene practices for the profession.
- Role play business manners for various situations (answering the phone, dealing with clients, collaborating with colleagues, etc.).
- Identify methods of improving time management.
- Invite a manager in to conduct sample interviews.
- Build a career-planning portfolio. Components to include but are not limited to: descriptions of interior design and related careers, credentialing requirements, job application, resume, sample cover letter, thank you, interview notes, interview questions over an assigned company, references and recommendations, acceptance and rejection letters, and interview and job search tips.
- Develop a list of career descriptions, list personal skills possessed, and link each skill to the appropriate career.
- Create articles for a newsletter.
- Interview media and employment specialists about skills for the workforce.
- Organize a panel discussion of individuals who currently work in various aspects of architecture, design, and construction.
- Develop a design portfolio that should include sketches, color boards, and design projects.
- Participate in job shadowing, mentorship, internships, and apprenticeships in design and design-related businesses. Obtain letters of recommendation, references, and other documentation for the career portfolio.

Assessments: Role play, sample interviews, career planning portfolio, articles, conduct interviews, panel discussion, work-based experiences

FACS Student Organization – Family, Careers, and Community Leaders of America (FCCLA) http://www.fcclainc.org/

APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: **PLUG IN** to Careers; **SIGN ON** to the Career Connection; **PROGRAM** Career Steps; **LINK UP** to Jobs, **ACCESS SKILLS** for Career Success, **INTEGRATE** Work and Life

Dynamic Leadership: Model good character, Solve problems, Foster positive relationships, Manage conflict, Build teams, Educate peers

Families First: **Balancing Family and Career-**Manage multiple responsibilities

Power of One: A Better You; Speak Out for FCCLA; Working on Working

STAR Events: Applied Technology, Career Investigation, Entrepreneurship; Illustrated Talk, Interpersonal Communications; Interior Design, Job Interview

Resources:

The Ultimate Online Resource for Interior Design
Website: designeresources.com
www.asid.org (American Society of Interior Designers) resources for interior design, governmental affairs, jobs and other
www.bls.gov/oco (Bureau of Labor Statistics) Occupational Outlook Handbook
http://quickfacts.census.gov/qfd (Quick Facts) state and county quick facts from U.S. Census Bureau
www.ncidq.org (National Council for Interior Design) Qualifications for professional interior designers
www.aia.org (American Institute of Architecture) news and articles related to architecture
www.manufacturedhousing.org (Manufactured Housing Institute) news, statistics related to manufactured housing
www.iccweb.com (The Internet Career Connection) career resources
www.lowes.com (Loweâs) a how-to library and calculators
www.monster.com (Monster.com) career resources

C. INDUSTRY TRENDS

SC Standard: C1. Identify trends and new technologies in interior design and construction components.

FACS Nat'l Standard: 11.5 Analyze design and development of architecture, interiors, and furnishings through the ages.

AAFCS Interior Design Fundamentals: 3B: Identify trends and new technology in interior design and construction components; 3C: Describe ergonomics, anthropometrics, and human comfort theories; 3D: Summarize environmental sustainability and ecological issues; 6A: Identify relevant legislation, regulations, and codes

Council for Interior Design Accreditation (CIDA): Standard 2: Global Context for Design; Standard 3: Human Behavior; Standard 4: Design Process;

Academic Alignment: ELA: A1, A2, A3, A4, A5, A6, & A7; ISTE: A7, A8, A9, A10, A11, A12; HSE**:** A14, A15, A16, A17; EA**:** A20; G**:** A28, A31, A32, A33, A34; PC**:** A35; DA**:** A38, A39; ECON**:** A45, A46, A47, A48, A49, A50, A51; USG**:** A54; PS A55, A56, A58, A59; B**:** A60; P**:** A65, A66, A67, A68, A69, A70; ES: A71

Essential Question(s):

1. What are some trends in the interior design profession?
2. Why is "Green Design" so important?
3. How does technology impact interior design and construction?
4. How would you find information if you did not have a computer or the Internet?
5. How do you think technology has made a difference in the interior design and construction industries?

Indicators:

What Students Should Know:	**What Students Should Be Able to Do:**
1. Trends in the professions 2. Ergonomics, anthropometrics, and human comfort theories 3. Environmental sustainability and ecological issues	1. Identify trends (Biomimicry, socioeconomic, cultural, biometric, the global market, aging population, Millennials, professional licensing) in the interior design profession. 2. Describe ergonomics, anthropometrics, and human comfort theories. 3. Explain the importance of environmental sustainability and ecological issues.

What Students Should Know:	**What Students Should Be Able to Do:**
4. Legislation, regulations, and codes pertaining to current trends 5. Technological resources for interior designers 6. The impact of technology on design and construction	4. Identify current legislation, regulations and codes. 5. Employ new technological resources in the design process. 6. Analyze and explain how technology impacts design and construction.

Learning Strategies:

- Research and evaluate the trends in design.
- Research a trend and redesign a room based on findings.
- List new products that are environmentally friendly or save energy.
- Compare living environments from other cultures.
- Compare home improvement stores in the United States to those found in other countries.
- Investigate how other cultures "Americanize" their interiors.
- Explore reasons that SC does not have licensing for designers and outline the pros and cons of licensing.
- Execute a design using a computerized program (CAD, DREAM Draper, 3-D Design, Chief Architects, B4UBUILD.COM).
- Search for design products, without using the Internet, which could be used in an office (ie. magazines, catalogs, shopping, etc). Find products for the same project using the Internet and compare the time involved.
- Describe the design of chairs appropriate for various body types.
- Take a field trip to various venues to experience ergonomics. Write a report on findings and draw an illustration of the most comfortable chair.
- Design a cartoon illustrating the need for ergonomics and human comfort.
- Take a field trip to a barrier free facility.
- Redesign a room or house to accommodate an elderly member of your family.
- Identify changes that would need to be made to your school which would meet one or more of the following: LEED Certification, ADA Guidelines, or International Building Codes.

Assessments: Student self evaluation, student records/reflections on their work, open-response questions, peer conferencing, rubrics

FACS Student Organization-Family, Community and Career Leaders of America (FCCLA) http://www.fcclainc.org/

APPLICATION/ASSESSMENT THROUGH FCCLA

Families First: Families Today – understand and celebrate families, Meet the Challenge – overcome obstacles together,

STAR Events: Applied Technology, Entrepreneurship, Focus on Children, Illustrated Talk, Interior Design, Life Event Planning, Chapter Service Project (Display and Manual),

Resources:

The Ultimate Online Resource for Interior Design
Website: designeresources.com
www.cida.org (Foundation for Interior Design Education Research) definition and history of interior design, links cida-accredited interior design schools, answers for students, and other resources
www.idec.org (Interior Design Educators Council) association for interior design educators
www.iida.com (International Interior Design Association) information about association, definition of interior designer, and other resources
www.interiordesignsociety.org/ (Interior Design Society) association of residential interior designers

D. DESIGN APPLICATION

SC Standard: D1. Generate creative solutions for problems within interior environments.

FACS Nat'l Standard: 11.6 Evaluate client's needs, goals, and resources in creating design plans for housing and residential and commercial interiors.

AAFCS Interior Design Fundamentals: 2A: Apply elements and principles of design; 2C: Illustrate color basics and color theory; 2D: Utilize creativity in interior design projects; 4A: Utilize appropriate interior design terminology and communication skills; 4C: Interpret construction documents such as renderings, floor plans, isometric perspectives, and specifications; 5D: Analyze space and furniture arrangement within universal design concepts and building codes.

Council for Interior Design Accreditation (CIDA): Standard 2: Global Context for Design; Standard 3: Human Behavior; Standard 3: Human Behavior; Standard 4: Design Process; Standard 9: Space and Form; Standard 12: Environmental Systems and Controls; Standard 13: Interior Construction and Building Systems; Standard 14: Regulations

Academic Alignment: ELA: A1, A2, A3, A4, A5, A6, & A7; ISTE: A7, A8, A9, A10, A11, A12; HSE**:** A 17, A18, A19; EA A20, A21, A22, A23, A24; IA**:** A25, A26; G**:** A28, A29, A30, A31, A32, A33, A34; PC**:** A35, A36; DA A37, A38, A39; GS**:** A40; ECON**:** A45, A46, A47, A48; PS**:** A55, A57, A59; B**:** A60 A61; P**:** A65, A66, A69, A70; ES**:** A71

Essential Question(s):
1. What are some problems within an interior environment?
2. What is the most creative solution you have ever had?

Indicators:

What Students Should Know:
1. Terminology and communication skills
2. Creativity
3. Problem solving, critical and creative thinking skills
4. Blueprints and construction documents

What Students Should Be Able to Do:
1. Incorporate appropriate terminology in daily communication.
2. Define creativity.
3. Identify and define relevant aspects of a design problem and apply creative solutions.
4. Explain construction document information.

What Students Should Know:	**What Students Should Be Able to Do:**
5. Space planning, scale and balance	5. Demonstrate space planning with appropriate scale and balance and for efficiency and safety.
6. Mechanical and electrical systems (HVAC, Lighting plans)	6. Evaluate electrical and mechanical systems for placement and efficiency.
7. Safety regulations and codes	7. Implement building codes, universal guidelines, and regulations in space planning.
8. Standards and public policies in the industry	8. Evaluate standards and public policies affecting the interiors and furnishings industry.

Learning Strategies:

- Demonstrate creativity and originality with a variety of ideas for a design project.
- Develop a product that can be used in a home.
- Interpret a set of blueprints and construction documents and describe the plans.
- Develop a budget and timelines for a design project.
- Research safety issues in design.
- Explore efficient space planning, mechanical and electrical systems.
- Invite a codes official as a guest speaker and have a follow up discussion.
- Investigate the different codes utilized in building your school.
- Create a kitchen design using universal design guidelines.

Assessments: Student self evaluation, student records/reflections on their work, open-response questions, peer conferencing, rubrics, panel discussion, project, rubrics

FACS Student Organization Family, Career, and Community Leaders of America (FCCLA) http://www.fcclainc.org/

APPLICATION/ASSESSMENT THROUGH FCCLA

Community Service: Develop, plan, carry out, and evaluate projects that improve the quality of life in their communities.

Families First: **Meet the Challenge** – overcome obstacles together; **Balancing Family and Career –**manage multiple responsibilities

Financial Fitness: **Financing Your Future-** apply financial skills to real life

Power of One: **Working on Work** – explore work options, prepare for a career, or sharpen skills useful in business

STAR Events: Applied Technology; Entrepreneurship, Environmental Ambassador, Illustrated Talk, Interior Design, Interpersonal Communication

Resources:

The Ultimate Online Resource for Interior Design
Website: designeresources.com
www.armstrongfloors.com (Armstrong World Interiors) interactive room viewer
www.benjaminmoore.com (Benjamin Moore Paint) product guide with other information about using paint in homes
www.furniture.com (Furniture.com) resources for buying furniture
www.homeappliances.com (Home appliances) Information is emailed back to respondent in request for specific information about an appliance
www.homefurnish.com (Home Furnish.com) links to furniture buying tips, interior design and house plans
www.homeideas.com (Home Ideas) allows you to request product information from manufacturers
www.universityloft.com/fabric.htm (University Loft) suggestions for choosing the right fabric for upholstered furniture
www.weardated.com/real.htm (Weardated) Information on shopping for carpets
www.bhg.com/bhg/category.jhtml?catref=C1 (Better Homes and Garden: Quick and Easy Decorating)
www.carpet-rug.com/index.cfm (Carpet and Rug Institute) (Carpet and Rug Institute) information and resources about carpet and rugs

E. CLIENT RELATIONS

SC Standard: E1. Analyze client needs, goals, and resources in creating design plans.

FACS Nat'l Standard: 11.6 Evaluate client's needs, goals, and resources in creating design plans for housing and residential and commercial interiors.

AAFCS Interior Design Fundamentals: 3A: Incorporate client needs, goals, and resources into interior design projects

Council for Interior Design Accreditation (CIDA): Standard 6: Communication

Academic Alignment: ELA: A1, A2, A3, A4, A5, A6, & A7; ISTE: A7, A8, A9, A10, A11, A12; HSE: A13, A15, A16, A17, A18, A19; EA: A20, A21, A22, A23, A24; IA: A25, A26, A27; G: A28, A29, A30, A31, A32, A33, A34; PC: A35, A36; DA: A37, A38, A39; GS: A40; USH: A41, A42; ECON: A45, A46, A47, A48; PS: A55; B: A60; C: A61; P: A65; ES: A71

Essential Question(s):
1. Why are the clients' needs and resources important in creating a design plan?
2. What are some of the needs a client may have?
3. How can you determine what the clients' goals are in creating a design plan?

Indicators:

What Students Should Know:
1. Needs and desires of the client
2. Resources to solve design issues of the client
3. Resources of the client in relation to their goals
4. Appropriate design decisions
5. Problem-solving skills

What Students Should Be Able to Do:
1. Incorporate client needs, goals, and resources into interior design projects.
2. Assess a variety of available resources for buildings and interior design.
3. Determine community, family, and financial resources needed to achieve clients' housing and interior goals.
4. Evaluate human needs, safety, space, and technology as they relate to interior design goals.
5. Create solutions for client problems

Learning Strategies:
- Interview a classmate about the redesign of a bedroom. Write what you heard. Allow the interviewed student to critique what was written, edit, and sign.
- Design a project by listening to a client's needs and desires then think, pair, share to interpret them.

Learning Strategies:

- Critique a design plan that address client's needs, goals and resources.
- Identify available resources (including but not limited to internet, local retail stores, design stores, craft people, artists).
- Investigate the purpose of meeting the needs of clients.
- Make a game show named "The Client is Always Right" with two teams answering questions pertaining to the client needs, goals, and resources to achieve the client's goals. The student audience will determine whether a team will need to demonstrate their answer; points are earned and determined by teacher.
- Create a chart with short answers and pictures (drawn, cut out) that will show resources that can be used to solve design issues of a client.
- Detect the flaws of a client's request of design plans to solve the design issues. Create a positive solution for the flaw and communicate your solution to the client.
- Generate a scenario that depicts the appropriate design decisions needed to meet the clients' hou interior goals including the community, family and financial resources.
- Make an interior design goals flip chart that will show evidence of human needs, safety, space and technology in the industry.
- Summarize the importance of having available resources for interior design goals.
- Create a skit utilizing problem-solving skills to solve interior design dilemmas in the field.

Assessments: Student self evaluation, student records/reflections on their work, open-response questions, peer conferencing, rubrics

FACS Student Organization Family Careers and Community Leaders of America (FCCLA) http://www.fcclainc.org/

APPLICATION/ASSESSMENT THROUGH FCCLA

Community Service: Develop, plan, carry out, and evaluate projects that improve the quality of life in their communities.

Families First: **Meet the Challenge** – overcome obstacles together; **Balancing Family and Career –**manage multiple responsibilities

Financial Fitness: **Financing Your Future**- apply financial skills to real life

Power of One: **Working on Work** – explore work options, prepare for a career, or sharpen skills useful in business

STAR Events: Applied Technology; Entrepreneurship, Environmental Ambassador, Illustrated Talk, Interior Design, Interpersonal Communication

INTERIOR DESIGN 2
Curriculum Resource Guide
Course Code 5456

Resources:

The Ultimate Online Resource for Interior Design
Website: designeresources.com
www.americasmart.com (Atlanta Home Furnishings Mart)
www.cadence.com (Cadence magazine) online magazine
www.colormatters.com (Color Matters) impact of color on people
www.decoratingstudio.com/directory_of_links.htm (Decorating and Interior Design Links) links to sources of furniture, house plans, accessories, trade association and building codes and other related topics
www.decorating-your-home.com (Decorating Your Home) advice and products for home decorating
http://home.att.net/~rocq/SIHwheel.html (Home.att) An interactive color wheel from Rich Franzens
www.hgtv.com (Home & Garden Television) click on the link, ãDesign and Decoratingä for a collection of how-to articles
www.homedesignstore.com (Artifice, Inc.) Illustrated reviews computer aided drafting design and 3D
www.living.com (Fine Living.com) resources for designing a room
http://members.cox.net/mrsparker2/vocab.htm (Cox Theory.net) web site for color theory
www.merillat.com/planning/index.asp (Merillat) kitchen planning resources
www.realsimple.com (Real Simple Magazine) with home decorating ideas
www.sanford-artedventures.com (Sanford Corporation) links to create and study art
www.sfmart.com (San Francisco Center) home furnishings merchandise mart
www.sherwin.com/DIY/interior (Sherwin-Williams Paints) with color planning guide

F. CLIENT RELATIONS

SC Standard: E2. Apply a variety of communication skills.

FACS Nat'l Standard: 11.7 Apply design knowledge, skills, processes, and theories and oral, written, and visual presentation skills to communicate design ideas.

AAFCS Interior Design Fundamentals: 4A: Utilize appropriate interior design terminology and communication skills; 6B: Utilize ethical and collaborative business practices

Council for Interior Design Accreditation (CIDA): Standard 6: Communication; Standard 9: Space and Form

Academic Alignment: ELA: A1, A2, A3, A4, A5, A6, & A7; ISTE: A7, A8, A9, A10, A11, A12; HSE: A13, A15; EA: A20, A21, A22, A23; IA: A25, A26, A27; G: A28; PC: A35; DA: A37. A38, A39; ECON: A45, A46, A47, A48; PS: A55; B: A60; C: A61; P: A65; ES: A71

Essential Question(s):
1. What kinds of communication skills can be used in the design process?
2. What different communication skills could be used with different audiences?
3. How would you deal with an angry client?

Indicators:

What Students Should Know:
1. Variety of communication skills
2. Appropriate communication techniques for specific purposes and audiences
3. Correct design terminology

What Students Should Be Able to Do:
1. Demonstrate communication skills.
2. Integrate oral and visual material to present ideas clearly.
3. Distinguish correct terminology for appropriate situations.

Learning Strategies:
- List the variety of communication skills (such as verbal skills, written skills, listening skills, body language, visual media, and technology).
- Write a presentation for a potential client that will be critiqued by peer group and presented orally to the class.

Learning Strategies:

- Demonstrate the following communication skills and conduct peer evaluations.
  Express ideas clearly: (such as verbal skills, written skills, listening skills, body language, visual media, and technology Use sketches as a design and communication tool.
  Produce competent presentation drawings across a range of appropriate media.
  Produce sufficiently extensive documents to show how design solutions and interior construction are related.
- Design a project and express solutions to that design project by oral, written, and artistic means.
- Research, list and evaluate correct terminology for design elements.
- Identify available resources (including but not limited to internet, local retail stores, design stores, craft people, artists).
- Explore communication techniques that will be appropriate to suit the needs of different audiences by summarizing findings and role play.
- Generate a visual display (Rolodex, notebook, flipchart, etc.) of interior design products that will be used to communicate ideas orally to a client.
- Produce a billboard for a client that will communicate the student's ideas for interior design goals.
- Design and present a 3-D model that will express solutions for a client's design project.
- Research, list and evaluate correct terminology for design elements. Then, design a word wall.
- Prepare and present a brochure which will use the appropriate terminology for design elements.

Assessments: Student self evaluation, student records/reflections on their work, open-response questions, peer conferencing, rubrics

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APPLICATION/ASSESSMENT THROUGH FCCLA

Community Service: Develop, plan, carry out, and evaluate projects that improve the quality of life in their communities.

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STAR Events: Applied Technology; Entrepreneurship, Environmental Ambassador, Illustrated Talk, Interior Design, Interpersonal Communication

Resources:

The Ultimate Online Resource for Interior Design
Website: designeresources.com
www.bhglive.com/homeimp (Better Homes & Gardens) Home Improvement Encyclopedia
www.bobvila.com (Bob Villa) Resources from Bob Villa for home repair, renovation and design information
www.build.com (Build.com) Online directory for building and home improvement products and information
www.dulley.com (James Dulley) a mechanical engineer and nationally syndicated newspaper columnist, shows bulletins and newspaper columns with housing and energy topics
www.homeadditionplus.com (Home Addition Plus) providing DIY home improvement how-to advice, home remodeling tips, contractor bid sheets, and other home building and planning products for homeowners
www.homedepot.com (The Home Depot) with step-by-step directions for home projects
www.homedoctor.net/main.html (Home Doctor) resources for home safety, security and repair
www.homestore.com (Homestore) Information on buying, financing, decorating and home improvement
www.hometime.com (Hometime) companion site to PBS Hometime TV show

G. PRESENTATION TECHNIQUES

SC Standard: F1. Demonstrate design ideas through a variety of presentation media.

FACS Nat'l Standard: 11.7 Apply design knowledge, skills, processes, and theories and oral, written, and visual presentation skills to communicate design ideas.

AAFCS Interior Design Fundamentals: 4B: Evaluate the appropriate selection and use of media and studio tools; 4C: Interpret construction documents such as renderings, floor plans, isometric perspectives, and specifications

Council for Interior Design Accreditation (CIDA): Standard 7: Professionalism and Business Practice

Academic Alignment: ELA: A1, A2, A3, A4, A5, A6, & A7; ISTE: A7, A8, A9, A10, A11, A12; HSE: A19, EA: A20, IA: A25; G: A28, A29, A32; PC: A35; DA: A37, A38; PS: A55, A58, A59; P: A65, A67, A68, A69; A70

Essential Question(s):
1. What presentation skills do you possess that can be used in the design industry?
2. Which media can be used to express ideas?
3. How can one effectively express ideas to a client?

Indicators:

What Students Should Know:
1. Media and studio tools
2. Rendering, elevation, and sketch creation
3. Presentation board
4. Visual presentation methods

What Students Should Be Able to Do:
1. Demonstrate the selection and use of media and studio tools.
2. Prepare renderings, elevations, and sketches using appropriate media.
3. Create visual presentations including samples, legends, keys, and schedules.
4. Develop a client presentation using a variety of media such as photography, video, computer, and software.

Learning Strategies:
- Invite an art teacher or design professional to demonstrate renderings.
- Draw an elevation of a wall including a window treatment.
- Design a room using elevation or floor-plan templates.

- Develop a mini-presentation board including samples, legends, keys, and schedules.
- Present mini-presentation board to class or client including swatches, finishes, pictures, etc.
- Develop and present a visual representation of interior space using a variety of media (photography, video, computer, and software).
- Participate in a "Designer's Challenge" while working in groups.
- Locate similar furnishings and recreate it with a lower budget using a magazine photo of a designed room.

Assessments: student self evaluation, performances to demonstrate learning, open-response questions, projects with several interval products, student conferencing, parent conferencing, student records/reflections on their work

APPLICATION/ASSESSMENT THROUGH FCCLA

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STAR Events: Applied Technology; Entrepreneurship, Environmental Ambassador, Illustrated Talk, Interior Design, Interpersonal Communication

Resources:

The Ultimate Online Resource for Interior Design
Website: designeresources.com
www.benjaminmoore.com (Benjamin Moore Paint) product guide with other information about using paint in homes
www.bhg.com/bhg/category.jhtml?catref=C1 (Better Homes and Garden: Quick and Easy Decorating)
www.carpet-rug.com/index.cfm (Carpet and Rug Institute) (Carpet and Rug Institute) information and resources about carpet and rugs
www.furniture.com (Furniture.com) resources for buying furniture
www.armstrongfloors.com (Armstrong World Interiors) interactive room viewer
www.benjaminmoore.com (Benjamin Moore Paint) product guide with other information about using paint in homes
www.bhg.com/bhg/category.jhtml?catref=C1 (Better Homes and Garden: Quick and Easy Decorating)
www.carpet-rug.com/index.cfm (Carpet and Rug Institute) (Carpet and Rug Institute) information and resources about carpet and rugs

Resources:

www.armstrongfloors.com (Armstrong World Interiors) interactive room viewer
www.furniture.com (Furniture.com) resources for buying furniture
www.homeappliances.com (Home appliances) Information is emailed back to respondent in request for specific information about an appliance
www.homefurnish.com (Home Furnish.com) links to furniture buying tips, interior design and house plans
www.homeideas.com (Home Ideas) allows you to request product information from manufacturers
www.universityloft.com/fabric.htm (University Loft) suggestions for choosing the right fabric for upholstered furniture
www.weardated.com/real.htm (Weardated) Information on shopping for carpets

H. PROFESSIONAL PRACTICES

SC Standard: G1. Evaluate professional practices that lead to successful business operations.

FACS Nat'l Standard: 11.8 Analyze professional practices, procedures for business profitability and career success, and the role of ethics in the housing, interiors and furnishings industries.

AAFCS Interior Design Fundamentals: 1C: Describe interior design professional organizations and career development; 6B: Utilize ethical and collaborative business practices; 6C: Identify sound interior design business practices; 6D: Summarize appropriate safety regulations related to interior design

Council for Interior Design Accreditation (CIDA):

Academic Alignment: ELA: A1, A2, A3, A4, A5, A6, & A7; ISTE: A7, A8, A9, A10, A11, A12; EA: A20, A23; G: A28; PC: A35; DA: A37, A38; USHC: A42, A43; ECON: A45, A46, A47, A48, A49, A50; USG: A53; PS: A55

Essential Question(s):
1. What skills are needed in the design workforce?
2. How can personal actions and attitudes affect the workplace?
3. What is the difference between tattling and reporting?

Indicators:

What Students Should Know:
1. Types of design practices
2. Business management basics
3. Marketing skills

What Students Should Be Able to Do:
1. Distinguish between the various types of design practices (sole proprietor, partnership, corporation, etc.)
2. Identify the elements of business practice and management: business development, financial management, strategic planning, insurance, business documents, marketing, business contracts, inventory control and loss prevention including cash and credit transactions.
3. Evaluate marketing skills to build clientele and promote products.

What Students Should Know:	What Students Should Be Able to Do:
4. Financial considerations in the business	4. Examine operational costs such as markups, mark downs, cash flow, and other factors affecting profit.
5. Workforce management techniques	5. Determine best practices for inclusion and collaboration within a workforce.
6. Ethical business practices	6. Analyze ethical and sound business practices.

Learning Strategies:

- Create a chart comparing the types of design practices.
- Select scenarios or business situations at random and determine which design practice would best suit that business. Students should justify their choice.
- Develop a brochure to market a design product (i.e. a lamp, an appliance, etc.).
- Produce a DVD or video commercial promoting a business, service, or product. Promote the interior design program of your school.
- Compare popular product logos and marketing strategies.
- Analyze cost, damage, loss, and profit samples.
- Invite guest speakers (accountant, banker, manager, human resources personnel, payroll, etc.).
- Write an essay on the importance of opening a business in an area of their interest. Students will then implement a business plan for a business they would like to open. If done as a group activity, the business may be categorized as a family business or entrepreneurship project.
- Develop an interior design business and produce the following items:
    1. Product or design-related business and logo
    2. Target audience and marketing strategies
    3. Employee job description and number of employees needed
    4. Hours and schedule plans for one week
    5. Pay scale and final payroll without building, insurance, or utility costs
    6. Interview questions specific for each job description
    7. Proposal for obtaining funds and list of potential shareholders or backers
- Plan a commercial room focusing on collaboration with every member needed to complete that room (architect, contractor, carpenter, dry-wall personnel, project manager, client, electrician, plumber, flooring, painter, drapery fabricator, decorator, etc.).
- Create and share ethical situation scenarios that have or may occur in the real-world workplace.
- Examine professional ethic sites. Then, identify the basic emphasis.
    http://www.asid.org/about/ethics
    http://www.ccidc.org/consumers-guide/ethics.html
    http://www.iida-socal.org/about-iida/code-ethics
    http://www.idibc.org/about/code_of_ethics
- Identify the different audiences for ethical behavior in design.

Assessments: performance to demonstrate learning, open response questions, student records/reflections on work, questionnaires, student self evaluation, peer conferencing, parent conferencing

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APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: ACCESS SKILLS for Career Success – practice being productive and promotable

Financial Fitness: Making Money-sharpen on-the-job financial fitness, Consumer Clout – become a savvy spender

STAR Events: Applied Technology, Chapter Service Project (Display or Manual), Entrepreneurship, Illustrated Talk, Interior Design, Job Interview

Resources:

The Ultimate Online Resource for Interior Design
Website: designeresources.com
www.americasmart.com (Atlanta Home Furnishings Mart)
www.cadence.com (Cadence magazine) online magazine
www.colormatters.com (Color Matters) impact of color on people
www.decoratingstudio.com/directory_of_links.htm (Decorating and Interior Design Links) links to sources of furniture, house plans, accessories, trade association and building codes and other related topics
www.decorating-your-home.com (Decorating Your Home) advice and products for home decorating
http://home.att.net/~rocq/SIHwheel.html (Home.att) An interactive color wheel from Rich Franzens
www.hgtv.com (Home & Garden Television) click on the link, ãDesign and Decoratingä for a collection of how-to articles
www.homedesignstore.com (Artifice, Inc.) Illustrated reviews computer aided drafting design and 3D
www.asid.org/bcdevelopment/
http://www.designeresources.com/interior_design_directory.php
http://www.asid.org/about/ethics
http://www.ccidc.org/consumers-guide/ethics.html