

**Geneva CUSD 304**  
**Content-Area Curriculum Frameworks**  
**Grades 6-12**  
**Interiors**

<b>Mission Statement</b>	<p>The relationship between work and family is our unique focus. The mission of Geneva Community Unit School District #304 7-12 Family and Consumer Science curriculum is to guide students toward the development of independent living skills and awareness of career/employment potential. Family and Consumer Science Education empower individuals and families across the lifespan to manage the challenges of living and working in a diverse, global society.</p>	
<b>Course Sequence</b> (Grades 6-12)	<b>Middle School</b>  FACS 7 <sup>th</sup> - 1 8 <sup>th</sup> - 1 semester elective	<b>High School</b>  Foods I Foods II Culinary Arts I Culinary Arts II Restaurant Management I Restaurant Management II Fashion Merchandising I Fashion Merchandising II Housing & Interior Design Child Development

## *Course Framework*

<p><b>Course Title</b></p> <p><b>Grade Level</b></p> <p><b>Semesters (1-2-3-4)</b></p> <p><b>Prerequisite</b></p>	<p><b>Housing and Interior Design</b></p> <p>10th-12th</p> <p>1-2 .5 credit</p> <p>N/A</p>
<p><b>Course Description</b></p>	<p>Students examine the interrelationship of human needs, culture and housing. They trace the development of housing from the primitive shelter to today’s high-tech homes. Students learn about design in housing, floor plans, housing construction and materials, appliances, and decorating materials. The elements of design are utilized to study and analyze past and present furnishing styles.</p> <p>Projects may include closet reorganization and apartment or dorm room decorating projects. As a final project, each student will become his or her own architect and interior designer. Students will select interior design materials to accompany their floor plan and present them on illustration board using color schemes, swatches and materials of their choice. The projects will be presented, as they would be in a client-designer relationship.</p> <p>This course provides a good foundation for students interested in architectural drafting and interior design.</p> <p style="text-align: center;">[VALEES] #H705]</p>
<p><b>District-approved Materials and/or Resources</b></p>	<p><u>Housing Decisions</u>, Lewis &amp; Turner, Goodheart-Willcox Company Inc., 1994</p> <p>Workbook, Housing Decisions</p> <p>3D Home Architect-Design Suite Deluxe 6, Encore Software, 2006</p>

## *Unit Frameworks*

<b>Unit of Study: I</b> <b>major topics</b>	<b>Housing and You</b>	Resources that will support instruction <u>Housing Decisions</u> , Lewis and Turner Workbook
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	<p>1A. Students who meet the standard can apply word analysis and vocabulary skills to comprehend selections.</p> <p style="padding-left: 40px;">Stage J</p> <ul style="list-style-type: none"> <li>• 4. Extend ideas and enrich vocabulary through independent exploration of words.</li> <li>• 5. Select/use strategies to analyze the meaning of abstract concepts to facilitate Comprehension.</li> </ul> <p>1B. Students who meet standard can apply reading strategies to improve understanding and fluency.</p> <p style="padding-left: 40px;">Stage J</p> <ul style="list-style-type: none"> <li>• Relate reading to self, world, and other texts and experiences and make connections to related information.</li> </ul> <p style="padding-left: 40px;">Stage I</p> <p>23 Understand human body systems and factors that influence growth and development</p> <ul style="list-style-type: none"> <li>• 23. C.3 Describe the relationships among physical, mental and social health factors during adolescence (e.g., the effects of stress on physical and mental performance, effects of nutrition on growth).</li> </ul> <p>24A Promote and enhance health and well-being through the use of effective communication and decision-making skills.</p> <p style="padding-left: 40px;">Stage J</p> <ul style="list-style-type: none"> <li>• 4. A Describe the effects (e.g., economic losses, threats to personal safety) of conflict and violence upon the health of individuals, families and communities.</li> </ul>	
<b>Objectives</b> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	<ul style="list-style-type: none"> <li>• Explain how you interact with your housing</li> <li>• Relate historical events to housing</li> <li>• Discuss culture and housing characteristic</li> <li>• Determine the relationship between societal changes and housing</li> <li>• Relate the effects of economy, environment, and technology on housing</li> <li>• Identify the role of government in housing decisions.</li> <li>• Show how you move toward self-actualization through housing</li> <li>• Explain how your housing needs help satisfy your needs and values</li> <li>• Describe how your housing needs change with the life cycle</li> <li>• Define human ecology</li> <li>• Compare housing needs with various lifestyles</li> </ul>	

	<ul style="list-style-type: none"> <li>• Relate historical events to housing Performance Tasks</li> <li>• Students will create models of Maslow's hierarchy of needs but relate the pyramid of human needs to their age group</li> <li>• Students will create replica houses of primitive housing</li> <li>• Identify and photograph local houses in the community that were built in the early 1700-1900 period</li> </ul>	
<b>Assessments</b>	<p><b>Performance Tasks</b></p> <ul style="list-style-type: none"> <li>• primitive housing model project [individually/group]</li> <li>• Poster rubric to evaluate Housing photo project</li> <li>• Workbook assignments</li> </ul>	<p><b>Other Evidence</b></p> <p>Math assessment 7A/7B</p> <ul style="list-style-type: none"> <li>• Rubric for primitive housing project</li> <li>• Test and chapter review work sheets</li> </ul>

## *Unit Frameworks*

<p><b>Unit of Study: II</b> <b>major topics</b></p>	<p><b>Unit 2: From the Ground Up</b> Chapters 1-5</p>	<p>Resources that will support instruction <u>Housing Decisions</u>, Lewis /Turner</p>
<p><b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b></p>	<p><b>State Standards-</b></p> <ul style="list-style-type: none"> <li>• Goal #1 Read with understanding and fluency Standard A: Apply word analysis and vocabulary skills to comprehend selections Stage J-H.S. 11-12</li> <li>• Goal #3. Write to communicate for a variety of purposes. Standard C- Communicate ideas in writing to accomplish a variety of purposes. Stage J: Apply appropriate format and structure that effectively address a Variety of real-life situations.</li> <li>• Goal 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems. Standard B: Know and apply the concepts, principles and processes of technological design. Stage E- constructs selected technological innovations.</li> <li>• STATE GOAL 26: Through creating and performing, understand how works of art are produced.</li> </ul>	
<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Define the different types of decisions</li> <li>• List human and nonhuman resources</li> <li>• Discuss the decision-making steps</li> <li>• Types of housing available</li> <li>• List considerations when moving</li> <li>• Describe different regions in which people live</li> <li>• List factors people consider when choosing a community or neighborhood</li> <li>• Discuss decisions involved in choosing a site and house</li> <li>• List special needs to consider when choosing housing</li> <li>• Discuss filling out rental leases</li> </ul>	

<b>Assessments</b>	<b>Performance Tasks</b>	<b>Other Evidence</b>
	<ul style="list-style-type: none"> <li>• Decision making project</li> <li>• Create bingo cards/game for “types of housing”</li> <li>• Make posters of different types of neighborhoods/groups</li> <li>• Fill out rental agreements/ guest speaker</li> <li>• Chapter study guide[workbook] 7 Chapter tests</li> </ul>	

<p><b>Unit of Study: Four major topics</b></p>	<p><b>The Inside Story</b>  Chapter 10: Elements of Design  Chapter 11: Using Color Effectively  Chapter 12: Using the Principles of Design  Chapter 17: Addressing Windows, Lightening, and Accessories  Chapter 18: Selecting Household Equipment</p>	<p>Resources that will support instruction  <u>Housing Decisions</u>, Lewis and Turner</p>
<p><b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b></p>	<ul style="list-style-type: none"> <li>• Goal #1  Read with understanding and fluency  Standard A: Apply word analysis and vocabulary skills to comprehend selections  Stage J-H.S. 11-12  State Goal 26: Through creating and performing, understand how works of art are produced.</li> <li>• Goal #3.  Write to communicate for a variety of purposes.  Standard C- Communicate ideas in writing to accomplish a variety of Purposes.  Stage J: Apply appropriate format and structure that effectively address a variety of real-life situations.</li> </ul>	
<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	<ul style="list-style-type: none"> <li>○ List three characteristics of design</li> <li>○ Describe the different types of lines and explain what they do</li> <li>○ Discuss different types of forms</li> <li>○ Explain how space is used in design</li> <li>○ Identify high mass and low mass</li> <li>○ Describe tactile texture and visual texture</li> <li>○ Explain how color influences human behavior</li> <li>○ Describe the relationship between colors on the color wheel</li> <li>○ Give examples of color harmonies</li> <li>○ Discuss how proportion and scale are related to objects</li> <li>○ Give examples of formal and informal balance</li> <li>○ Explain how emphasis creates a focal point</li> <li>○ Describe the goals of sensory design</li> <li>○ Describe types of window treatments</li> <li>○ Plan residential lightening for visual comfort, safety, and beauty</li> <li>○ List guidelines for using lighting</li> <li>○ Discuss factors to include when selecting household appliances</li> </ul>	

<b>Assessments</b>	<b>Performance Task</b>	<b>Other Evidence</b>
	<ul style="list-style-type: none"> <li>○ Create nontraditional color wheels</li> <li>○ Design bed linens from an inspirational magazine picture of nature</li> <li>○ Create color harmony pictures using colors from magazines</li> <li>○ Select a room, and create a color harmony scheme and match fabric swatches to accessories the furniture</li> <li>○ Create floor plans using template pieces of household furnishings</li> <li>○ Research and identify appropriate lighting for various types of businesses</li> <li>○ Complete chapter study guides and chapter test.</li> </ul>	