

## Scope & Sequence

<b>Course Name:</b> Interior Design I <b>PEIMS Code:</b> 13004300		<b>Course Credit:</b> 1 <b>Course Requirements:</b> This course is recommended for students in grades 10 - 12 <b>Prerequisites:</b> Algebra I and English I <b>Recommended Prerequisites:</b> Principles of Architecture and Principles of Construction or Architectural Design I
<b>Course Description:</b> Interior Design I is a technical course that addresses psychological, physiological, and sociological needs of individuals by enhancing the environments in which they live and work. Students will use knowledge and skills related to interior and exterior environments, construction, and furnishings to make wise consumer decisions, increase productivity, promote sustainability, and compete in industry.		
<b>NOTE:</b> This is a suggested scope and sequence for the course content. This content will work with any textbook or instructional materials. If locally adapted, make sure all TEKS are covered.		
<b>Total Number of Periods</b> <b>Total Number of Minutes</b> <b>Total Number of Hours</b>	175 Periods 7,875 Minutes 131.25 Hours*	*Schedule calculations based on 175/180 calendar days. For 0.5 credit courses, schedule is calculated out of 88/90 days. Scope and sequence allows additional time for guest speakers, student presentations, field trips, remediation, extended learning activities, etc.
<b>Unit Number, Title, and Brief Description</b>	<b># of Class Periods*</b> (assumes 45-minute periods) Total minutes per unit	<b>TEKS Covered</b> <b>130.55. (c) Knowledge and Skills</b>



<p><b>Unit 1: Housing Industry</b></p> <p>Students will analyze factors that affect housing choices including availability, desirability, feasibility, geography, financing, etc. Students will recognize the different forms of housing (i.e. – multifamily, single-family, condominium, co-op, townhouse, mobile) and how they meet peoples’ psychological, physiological, and social needs. Students will demonstrate consumer decision making skills through the lenses of ecological, socioeconomic, and cultural contexts pertaining to housing needs. Students will understand that housing expenses are usually the largest expense a consumer must pay. Students will understand that residential investments comprise about 5 percent of overall national GDP and will explore the interrelationship between the economy and the housing industry.</p>	<p>10 Periods 450 Minutes</p>	<p>(2) The student demonstrates effective decision-making skills related to housing needs throughout the life cycle. The student is expected to:</p> <ul style="list-style-type: none"><li>(B) describe factors affecting housing choices;</li><li>(C) describe the relationship between family housing and economics;</li><li>(D) assess the impact of demographic trends on psychological, physiological, and social needs when making housing decisions;</li><li>(E) analyze the impact of housing decisions on family relationships and the management of multiple family, community, and wage-earner roles;</li><li>(F) analyze aspects of community planning that impact housing decisions; and</li><li>(G) compare the availability, desirability, and financial feasibility of housing alternatives.</li></ul> <p>(7) The student evaluates factors influencing the housing industry. The student is expected to:</p> <ul style="list-style-type: none"><li>(A) research and describe the interrelationship of the housing industry with the economy</li></ul>
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## Unit 2: Introduction to Architecture and Construction

Students will identify the different types of architectural styles including, but not limited to, Victorian, Islamic, Romanesque, Baroque, Tudor, Bauhaus, Neo-Classical, Renaissance, Gothic, Modernist, etc. Students will explore the different characteristics of architecture in various world cultures such as roof styles, materials, foundation types, finishings, landscaping, and construction materials. Students will research new housing technologies and the impact it has on the industry and can be used for sustainability and conservation.

10 Periods  
450 Minutes

- (2) The student demonstrates effective decision-making skills related to housing needs throughout the life cycle. The student is expected to:
  - (A) determine housing characteristics common to various world cultures and regions such as roof styles and materials, foundation types, and construction materials;
- (6) The student considers factors affecting housing construction when making plans and consumer decisions related to housing. The student is expected to:
  - (A) identify architectural styles and architectural features exemplified in housing;
  - (B) summarize considerations for housing site selection;
  - (C) evaluate basic housing construction and finishing considerations; and
  - (D) research and describe the effects of technology on current and future housing trends.
- (7) The student evaluates factors influencing the housing industry. The student is expected to:
  - (B) determine sources and availability of construction materials.
- (8) The student assesses environmental issues affecting housing. The student is expected to:



		<ul style="list-style-type: none"> <li>(A) evaluate the effects of landscaping on housing and the environment; and</li> <li>(B) determine techniques, materials, and technological applications that can be used in housing to conserve energy and other resources and promote sustainability.</li> </ul>
<p><b>Unit 3: Consumer Skills for Housing Needs</b></p> <p>Students will understand that renters, potential homebuyers, landlords, and homeowners have both rights and responsibilities and have strict codes of ethics and legal guidelines they all must abide by. Students will explore money management and saving skills that could aide in the transition from renting to home ownership by affording a consumer the ability to make a significant down payment on a home.</p>	<p>10 Periods 450 Minutes</p>	<p>(3) The student demonstrates effective management practices related to the housing budget. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) research consumer rights and responsibilities associated with housing;</li> <li>(B) contrast the impact of needs and wants on the costs of housing;</li> <li>(C) analyze legal and financial aspects of purchasing, leasing, and renting housing; and</li> <li>(D) summarize laws and public policies that impact housing decisions and costs.</li> </ul>
<p><b>Unit 4: Safe, Secure, and Well-Maintained Home</b></p> <p>This unit will expose students to the important compliance, safety standards, and regulations that are implemented within this industry. Students will determine potential</p>	<p>10 Periods 450 Minutes</p>	<p>(4) The student recommends practices that will create a safe, secure, and well-maintained home. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) research the effect of housing conditions on health, safety, and the environment;</li> </ul>



<p>hazards and safety concerns that could arise in a home. Students will analyze housing features for individuals with special needs and understand that living arrangements are dependent upon the severity of an individual's disability.</p>		<p>(B) develop a plan for detecting safety hazards and maintaining a safe home; and</p> <p>(C) research and describe housing features for individuals with special needs.</p>
<p><b>Unit 5: Design Elements and Principles</b></p> <p>Students will understand that the ultimate goal of interior design is to create a living space that is both pleasing to look at and comfortable to use. Students will apply the interrelationship of the elements and principles of design. Students will define the principles of design and illustrate uses such as: harmony, balance, proportion, scale, contrast, dominance, opposition, primality, rhythm, subordination, transition, line, form, color, light, material, space and texture. Students will research the factors of function, aesthetics, client needs, environmental sustainability, ergonomics, safety, availability, and trends that could impact a design. Students will be able to summarize and apply law, policies, and regulations which impact interior design environments.</p>	<p>10 Periods 450 Minutes</p>	<p>(5) The student proposes methods to create quality living environments. The student is expected to:</p> <p>(A) apply elements and principles of design to living environments;</p> <p>(B) apply principles of space utilization, zoning, and traffic patterns in planning and furnishing housing; and</p> <p>(C) propose design and furnishings features to meet the special needs of individuals and families.</p> <p>(9) The student uses effective design practices to evaluate residential and nonresidential interiors. The student is expected to:</p> <p>(A) apply elements and principles of design to interiors;</p> <p>(B) plan for effective use of space zones and placement of furnishings;</p> <p>(C) apply drafting techniques, including scaled drawings that facilitate space planning and technological applications;</p> <p>(D) determine the effect of technological applications on interior design practices;</p>



		<ul style="list-style-type: none"><li>(E) differentiate design practices to meet individual, business, and special needs;</li><li>(F) research energy conservation and sustainability practices that affect interior design; and</li><li>(G) summarize laws, public policies, and regulations impacting interior environments.</li></ul>
<p><b>Unit 6: Decision Making Principles</b></p> <p>Students will use basic problem solving and decision making skills in every day interior design duties. Students will utilize and exercise problem solving for both human performance and technical issues that arise during design projects. Students will examine the relationship between design wants and client needs and how they are influenced by demographics, society, culture, and finances. Students will develop a budget for interior design projects through the lens of cost control.</p>	<p>10 Periods 450 Minutes</p>	<p>(12) The student demonstrates effective decision-making skills in applying principles of design and space to residential and nonresidential interior environments. The student is expected to:</p> <ul style="list-style-type: none"><li>(A) examine the relationship of interior decisions to individual and family needs and wants;</li><li>(B) examine the influences of demographics, society, and culture on interior design decisions;</li><li>(C) explain the relationship of local and global economics to interior environments;</li><li>(D) propose strategies for controlling costs and allocating resources; and</li><li>(E) budget for acquisition of products to enhance interior environments.</li></ul>



<p><b>Unit 7: Lighting</b></p> <p>Students will understand lighting in interior design is deliberately used to achieve a practical or aesthetic effect. Students will analyze the function of lighting including the use of both artificial light sources like lamps and light fixtures, as well as natural illumination by capturing daylight using windows, skylights, or light shelves. Students will recommend lighting for specific interior spaces for design, safety, conservation, and sustainability purposes.</p>	<p>10 Periods 450 Minutes</p>	<p>(10) The student determines appropriate lighting for residential and nonresidential interiors. The student is expected to:</p> <ul style="list-style-type: none"><li>(A) analyze the functions and principles of lighting;</li><li>(B) compare lighting types and methods of control; and</li><li>(C) recommend lighting applications for specific interior needs, including safety, conservation, and sustainability.</li></ul>
<p><b>Unit 8: Background Materials</b></p> <p>Students will compare different types of floor coverings, wall treatments, ceiling coverings, and window treatments for functionality and aesthetic appeal. Students will evaluate the selection of appropriate background materials and analyze how they complement the interior space they occupy.</p>	<p>10 Periods 450 Minutes</p>	<p>(11) The student chooses appropriate background materials to complement various residential and nonresidential interior settings. The student is expected to:</p> <ul style="list-style-type: none"><li>(A) compare criteria for selection, use, and care of floor coverings;</li><li>(B) evaluate selection, use, and care of wall treatments;</li><li>(C) evaluate selection and care of ceilings; and</li><li>(D) evaluate selection, use, and care of window treatments and their suitability for various window types.</li></ul>



<p><b>Unit 9: Furniture</b></p> <p>Students will analyze how a space will be used and what activities will take place. Students will understand that furniture is placed based on what function it will serve. Students will classify furniture by time period by identification of their features and characteristics. Students will research the impact that technology has on furniture trends, and describe how furniture has adapted to meet the needs of consumers and their technological devices.</p>	<p>10 Periods 450 Minutes</p>	<p>(13) The student evaluates the role of furniture in interior design for residential and nonresidential settings. The student is expected to:</p> <ul style="list-style-type: none"><li>(A) distinguish between various characteristics of period styles throughout history;</li><li>(B) determine the influence of period styles on interior design throughout history;</li><li>(C) summarize selection and care of quality furniture;</li><li>(D) assess aesthetic and functional aspects of furniture, including ergonomics and special needs requirements; and</li><li>(E) research and describe the impact of technology on furniture, including current trends.</li></ul>
<p><b>Unit 10: Appliances</b></p> <p>Students will learn that the interior designer will typically work on a plan to meet the aesthetic direction of a kitchen, which means aligning cabinetry style and finishes, flooring, countertops, backsplashes, appliances, sinks, faucets, and accessories. Students will analyze the functional purpose of appliances but understand the aesthetics of their placement and integration within a space too. Students will safely use and care for appliances. Students will research modern appliances and how their technological</p>	<p>10 Periods 450 Minutes</p>	<p>(14) The student determines the role of appliances in interior design for residential and nonresidential settings. The student is expected to:</p> <ul style="list-style-type: none"><li>(A) analyze the functional and aesthetic aspects of appliances;</li><li>(B) determine the process for selection of appliances, including consideration of special needs;</li><li>(C) research and explain the safe use and care of appliances, including current trends; and</li><li>(D) research technological advancements in appliances.</li></ul>



<p>advances can be important to the interior design of a space.</p>		
<p><b>Unit 11: Accessories</b></p> <p>Students will identify different interior design accessories that are decorative or functional items that add the finishing touches to a chosen interior style. Students will understand that decorating a room with accessories means that exactly the right objects have to be selected and displayed, so that they make a focal point and enhance the style of that room. Students will research different interior accessories including eco-friendly options, and demonstrate a knowledge of arranging them.</p>	<p>10 Periods 450 Minutes</p>	<p>(15) The student evaluates the role of accessories in interior design for residential and nonresidential settings. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) identify types of accessories, including eco-friendly accessories;</li> <li>(B) describe criteria for selection of accessories;</li> <li>(C) analyze care of accessories;</li> <li>(D) demonstrate a knowledge of arranging accessories; and</li> <li>(E) research eco-friendly options for accessories.</li> </ul>
<p><b>Unit 12: Interior Design Planning</b></p> <p>Students will apply interior design planning techniques to develop preliminary sketches of a residential plan or nonresidential design plan demonstrated through drawings and/or computer-aided model. Students will demonstrate methods to design and style a space to ensure compatibility between interior and exterior to enhance overall appearance. In small groups and/or</p>	<p>10 Periods 450 Minutes</p>	<p>(16) The student applies the concepts and skills of the industry to simulated work situations. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) customize screen menus to fit specific problems or needs;</li> <li>(B) construct points, lines, and other geometric forms using accepted computer-aided design methods;</li> <li>(C) create a freehand, simple one-point perspective;</li> <li>(D) use applications to create a bill of materials, including budgeting considerations;</li> </ul>



<p>through other classroom activities, students will customize screen menus to fit specific problems or needs, construct architectural drawings using advanced computer-aided design drafting skills, create two- or three-point perspectives, create three-dimensional solid models, view three-dimensional objects in several different positions, use a computer system to create a bill of materials, use a computer-aided drafting system to create and modify nonresidential or residential architectural drawings, plot architectural drawings for presentation, and render three-dimensional objects with applied materials.</p>		<ul style="list-style-type: none"> <li>(E) use technological applications to create and modify architectural interior drawings; and</li> <li>(F) print and plot architectural interior drawings for presentation.</li> </ul>
<p><b>Unit 13: Interior Design Project</b></p> <p>Students will apply the concepts and skills of the trade to simulated and actual work situations. In small groups and/or other classroom activities, students will use problem-solving skills to analyze a situation to identify a problem to be solved, break a complex problem into component parts</p>	<p>10 Periods 450 Minutes</p>	<ul style="list-style-type: none"> <li>(19) The student applies the concepts and skills of the profession to simulated or actual work situations. The student is expected to: <ul style="list-style-type: none"> <li>(A) use problem-solving skills to analyze a situation and to identify a problem to be solved;</li> <li>(B) break a complex problem into component parts that can be analyzed and solved separately;</li> </ul> </li> </ul>



<p>that can be analyzed and solved separately, strive for accuracy and precision, work independently, and work collaboratively. Students will research an interior design project, design and present an effective interior design product, and present a final product for critique.</p>		<ul style="list-style-type: none"><li>(C) strive for accuracy and precision;</li><li>(D) work independently;</li><li>(E) work collaboratively;</li><li>(F) research an interior design project;</li><li>(G) design and present an effective interior design product; and</li><li>(H) present a final interior design product for critique that demonstrates clear and effective communication.</li></ul>
<p><b>Unit 14: Interior Design Portfolio</b></p> <p>Students will make beginning informed judgments about interior design projects in personal design plans and design plans of others. Students will illustrate ideas and create visuals based on direct observation, experience, and imagination. In small groups and/or other classroom activities, students will interpret, evaluate, and justify interior design artistic decisions in personal projects, and select and analyze original interior design projects, portfolios, and exhibitions.</p>	<p>15 Periods 675 Minutes</p>	<p>(17) The student creates a professional portfolio featuring original projects using a variety of media. The student is expected to:</p> <ul style="list-style-type: none"><li>(A) illustrate ideas for interior design from direct observation, experiences, and imagination;</li><li>(B) compare and contrast the use of interior design elements and principles in personal design plans and design plans of others using industry terminology;</li><li>(C) create visual solutions by elaborating on direct observation, experience, and imagination;</li><li>(D) create designs for practical applications; and</li><li>(E) demonstrate effective use of interior design media and tools in designing, drawing, painting, printmaking, and sculpture making such as model building.</li></ul>



<p><b>Unit 15: Career Development</b></p> <p>Students will discuss career decisions that reflect career goals. In small groups and/or other classroom activities, students will determine employment and entrepreneurial opportunities and preparation requirements in architecture and construction related fields, propose short-term and long-term career goals, and describe technology used in architectural careers. As an ongoing activity throughout this course, students will initiate and maintain a career portfolio that documents experience by using graphic or written documentation of architectural-related projects, and develop a professional resume.</p>	<p>10 Periods 450 Minutes</p>	<p>(18) The student maintains a professional portfolio to document knowledge, skills, and abilities. The student is expected to:</p> <ul style="list-style-type: none"><li>(A) select educational and work history highlights to create a personal resume;</li><li>(B) develop a resume using word processing technology;</li><li>(C) contact professional references to acquire recommendations;</li><li>(D) obtain appropriate letters of recommendation; and</li><li>(E) document and maintain a record of work experiences, licenses, certifications, credentials, and education and training to build a portfolio.</li></ul>
<p><b>Unit 16: Employability Skills</b></p> <p>Students will discuss the professional standards and employability skills, including identifying entrepreneurship and preparation requirements, in the field of architecture and construction, and demonstrate an understanding of group participation and leadership related to citizenship and career preparation. Students will further develop</p>	<p>10 Periods 450 Minutes</p>	<p>(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</p> <ul style="list-style-type: none"><li>(A) apply oral and written communication skills clearly, concisely, convincingly, and effectively to explain and justify actions in a socially acceptable manner that is easily understood by others;</li></ul>



and demonstrate these skills and attributes throughout the course. In small groups and/or in other classroom activities, students will identify employers' expectations and appropriate work habits, apply the competencies related to resources, information, systems, and technology in appropriate settings and situations, and demonstrate knowledge of the concepts and skills related to health and safety in the workplace, as specified by appropriate governmental regulations.

- (B) solve problems using job-appropriate mathematical skills;
- (C) demonstrate an understanding of leadership skills;
- (D) cooperate, contribute, and collaborate as a member of a group;
- (E) exhibit professionalism through dress, speech, and manners that are appropriate to the profession and worksite;
- (F) review accurately both quantitative and qualitative work processes and end products;
- (G) follow written and oral instructions and adhere to established practices, policies, and procedures, including health and safety rules; and
- (H) use and apply task- and job-appropriate computer applications such as printing and plotting elevations, floor plans, and additional presentation documents or illustrations.