

Scope & Sequence

Course Name: Interior Design II PEIMS Code: 13004400		Course Credit: 2 Course Requirements: This course is recommended for students in grades 11 - 12 Prerequisites: English II, Geometry, and Interior Design I
Course Description: Interior Design II is a technical laboratory course that includes the application of the employability characteristics, principles, processes, technologies, communication, tools, equipment, and materials related to interior design to meet industry standards.		
NOTE: 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.		
Total Number of Periods Total Number of Minutes Total Number of Hours	350 Periods 15,750 Minutes 262.5 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.
Unit Number, Title, and Brief Description	# of Class Periods* (assumes 45-minute periods) Total minutes per unit	TEKS Covered 130.56. (c) Knowledge and Skills
Unit 1: Safe Application of Tools and Equipment & Workplace Regulations, Hazards, and Compliance This unit will expose students to the important compliance and regulations that are implemented within this industry. Students will be able to demonstrate the safe operation of interior design tools and	45 Periods 2,025 Minutes	(5) The student knows the function and application of the tools, equipment, technologies, and materials used in architectural interior design. The student is expected to: (A) use tools, materials, and equipment commonly employed in the field of architectural interior design in a safe manner;



<p>equipment. Students will learn that such practices are in place to manage resources to minimize losses and liabilities to businesses in the industry. Students will explain and apply safe work practices while performing tasks.</p> <p>Students will determine the role of risk management in the construction industry including, but not limited to, discussions focusing on sanitation, OSHA regulations, MSDS, emergency situations, EPA, ADA, hazardous waste, and security issues.</p>		<p>(B) demonstrate an understanding of how to properly handle and dispose of environmentally hazardous materials used in the field of architectural interior design in accordance with the material safety data sheet (MSDS), Occupational Safety and Health Administration (OSHA), and Environmental Protection Agency (EPA) regulations; and</p> <p>(C) demonstrate knowledge of new and emerging technologies that may affect the field of architectural interior design.</p> <p>(7) The student uses valid and reliable research strategies to determine current industry standards. The student is expected to:</p> <p>(B) research the Americans with Disabilities Act</p>
<p>Unit 2: Design Elements and Principles</p> <p>Students will understand that the 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,</p>	<p>40 Periods 1,800 Minutes</p>	<p>(4) The student knows the concepts and skills that form the core knowledge of architectural interior design. The student is expected to:</p> <p>(A) demonstrate knowledge of interior design theory;</p> <p>(B) apply layout and design lines, symbols, and drawings;</p> <p>(C) demonstrate knowledge of the theory and use of color in interior design; and</p>



<p>principality, 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>(D) demonstrate knowledge of the principles of computer-aided drafting.</p>
<p>Unit 3: Green Architecture</p> <p>Students will understand that green architecture materials, techniques, and strategies aims to minimize the negative environmental impact of buildings by efficiency and moderation in the use of materials, energy, and development space and the ecosystem at large. Students will research conservation strategies that might be implemented throughout a design project.</p>	<p>40 Periods 1,800 Minutes</p>	<p>(7) The student uses valid and reliable research strategies to determine current industry standards. The student is expected to:</p> <ul style="list-style-type: none">(A) research and define green architecture as related to the field of interior design;(C) research the guidelines for kitchen and bath design as defined by The National Kitchen and Bath Industry (NKBA)(G) research an architectural project such as urban renewal, green architecture, or innovative design.



<p>Unit 4: Furniture Repair and Upholstery</p> <p>Students will classify furniture by time by identification of their features and characteristics. Students will research furniture design styles by time. Students will identify types of wood, fabric, materials commonly used to make furniture. Students will describe furniture repair from filling in marks, dents, and scratches, to re-upholstery, to refinishing. Students will demonstrate assembly and disassembly of furniture including tacking, nailing, gluing, measuring, layout, and fitting. Students will properly utilize furniture finishes such as paints, varnishes, polishes, and waxes. Students will apply upholstery techniques including filling, padding, springs, cutting, sewing, and fitting.</p>	<p>45 Periods 2,025 Minutes</p>	<p>(7) The student uses valid and reliable research strategies to determine current industry standards. The student is expected to:</p> <ul style="list-style-type: none">(D) research traditional and period design styles of upholstery;(E) research new and emerging technologies that may affect the field of furniture repair and upholstery services; and(F) research the types, properties, and uses of paints, varnishes, polishes, and waxes; and <p>(8) The student understands the concepts and skills that form the core knowledge of furniture repair and upholstery. The student is expected to:</p> <ul style="list-style-type: none">(A) identify styles and periods of furniture;(B) identify the various types and properties of woods; and(C) identify different fabrics, materials, and finishes and their characteristics. <p>(9) The student knows the function and application of the tools, equipment, technologies, and materials used in furniture repair and upholstery. The student is expected to:</p>
---	-------------------------------------	---



		<ul style="list-style-type: none">(A) use tools, materials, and equipment commonly employed in the field of furniture repair and upholstery services; and(B) handle and dispose of environmentally hazardous materials used in the field of furniture repair and upholstery. <p>(10) The student applies the concepts and skills of furniture repair and upholstery to simulated and actual work situations. The student is expected to:</p> <ul style="list-style-type: none">(A) apply the woodworking skills required for furniture finishing and repair;(B) demonstrate knowledge of the types, properties, and uses of paints, varnishes, polishes, and waxes;(C) disassemble and reassemble furniture;(D) repair dents, marks, and scratches by using fillers and stains;(E) perform the tasks of fabrication and repair and disassembly and reassembly such as tacking, nailing, gluing, measuring, layout, cutting, sewing, and fitting materials;
--	--	---



		(F) apply materials to furniture such as filling, padding, springs, and fabric
<p>Unit 5: Interior Design Planning</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 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,</p>	<p>45 Periods 2,025 Minutes</p>	<p>(3) The student applies core academic skills to the requirements of architectural interior design. The student is expected to:</p> <p>(D) read and interpret schematics, floor plans, work drawings, catalogs, manuals, and bulletins.</p> <p>(6) The student applies the concepts and skills of interior design to simulated and actual work situations. The student is expected to:</p> <p>(A) apply architectural lettering techniques;</p> <p>(B) render freehand nonresidential or residential interior design working drawings;</p> <p>(C) draw a single-line floor plan from design development techniques for a residential or nonresidential project;</p> <p>(D) select interior furnishings and finish materials for a residence or a nonresidential office interior;</p> <p>(E) prepare and draw dimension plans for construction documents;</p>



<p>and render three-dimensional objects with applied materials.</p>		<ul style="list-style-type: none"> (F) produce interior drawings using one-point and two-point perspective; (G) develop and complete schematic design drawings; (H) apply the essential knowledge and skills in architectural interior design to career preparation learning experiences, including job shadowing, mentoring, or apprenticeship training programs; (I) create an original, sustainable design as it relates to interior design; (J) customize screen menus in drawing programs; and (K) apply industry-accepted, computer-aided drafting skills.
<p>Unit 6: Interior Design Project</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 that can be analyzed and solved separately, strive for accuracy and precision, work independently, and work collaboratively.</p>	<p>45 Periods 2,025 Minutes</p>	<ul style="list-style-type: none"> (3) The student applies core academic skills to the requirements of architectural interior design. The student is expected to: <ul style="list-style-type: none"> (B) complete work orders and related paperwork; (C) estimate cost of supplies, materials, and labor; and (10) The student applies the concepts and skills of furniture repair and upholstery to simulated and actual work situations. The student is expected to:



<p>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"> (G) use problem-solving skills to analyze a situation to identify a problem to be solved; (H) break a complex problem into component parts that can be separately analyzed and solved; (I) strive for accuracy and precision; (J) work independently; (K) work collaboratively; (L) design and present an effective interior design product; and (M) present a final interior design product for critique that demonstrates clear and effective communication.
<p>Unit 7: Career Development</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</p>	<p>45 Periods 2,025 Minutes</p>	<ul style="list-style-type: none"> (2) The student knows the employability characteristics of a successful worker in the modern workplace. The student is expected to: <ul style="list-style-type: none"> (A) research employment opportunities, including internship, entrepreneurship, and preparation requirements, in the field of architectural interior design;



<p>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>		<ul style="list-style-type: none"> (C) research employers' expectations and appropriate work habits; (D) apply the competencies related to resources, information, systems, and technology in appropriate settings and situations; (E) demonstrate knowledge of the concepts and skills related to health and safety in the workplace, as specified by appropriate governmental regulations; and (F) maintain a project portfolio that documents interior design projects using a variety of multimedia techniques with a professional resume reflecting current trends.
<p>Unit 8: Employability Skills</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 and demonstrate these skills and attributes throughout the course. In small groups</p>	<p>45 Periods 2,025 Minutes</p>	<ul style="list-style-type: none"> (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to: <ul style="list-style-type: none"> (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; (B) problem-solve using job-appropriate mathematical skills;



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.

- (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 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 job-appropriate computer applications for the given task such as printing and plotting elevations, floor plans, and additional presentation documents or illustrations.

(2) The student knows the employability characteristics of a successful worker in the modern workplace. The student is expected to:



		<p>(B) demonstrate an understanding of group participation and leadership related to citizenship and career preparation</p> <p>(3) The student applies core academic skills to the requirements of architectural interior design. The student is expected to:</p> <p>(A) demonstrate effective verbal and written communication skills with individuals from varied cultures, including fellow workers, managers, and customers</p>
--	--	---