

Course Title: Interior Design II

Unit: 1	Interior Designer
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Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 1. Determine functions of an interior designer in the planning, design, and execution of residential and commercial space. 2. Explain the sequence of procedures used in completing a design project, including conducting interviews, creating a design concept, presenting the design concept, obtaining client approval, determining cost estimates, making purchases of products and services, and supervising the work and completion of services.
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Learning Objectives(s) and Depth of Knowledge Levels(s):	<p>Students will:</p> <ol style="list-style-type: none"> 1. Analyze the role of an interior designer in the planning, design, and execution of a design project. 2. Describe the procedures used in completing a design project.
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Essential Question(s):	<p>What functions are performed by an interior designer How do interior designers create design projects for clients?</p>
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>I. Interior Designer</p> <p style="padding-left: 20px;">A. Functions of an Interior Designer</p> <ol style="list-style-type: none"> 1. Planning residential and commercial space 2. Designing residential and commercial space 3. Executing of residential and commercial space 	<p>PowerPoint Presentation: Functions of an Interior Designer</p> <ul style="list-style-type: none"> • Planning residential and commercial space • Designing residential and commercial space • Executing of residential and commercial space <p>Guest Speaker: Interior designer discusses the role of an interior designer in the planning, designing, and execution of residential and commercial space.</p>	<p>PowerPoint Presentation Computer CTX Lead Questions</p> <p>Make Arrangements for Guest Speaker Lead Questions</p>

<p>B. Procedures in Completing a Design Project</p> <ol style="list-style-type: none"> 1. Conducting interviews 2. Creating a design concept 3. Presenting the design concept 4. Obtaining client approval 5. Determining cost estimates 6. Making purchases of products and services 7. Supervising the work 8. Completion of services 	<p>Recruitment Brochure: Students design a brochure to distribute to high school students on the career of being an interior designer.</p> <p>Independent Study: Students visit an interior design studio/business in the community to analyze the tasks performed by interior designers. Students record their observations on the Interior Designer Task Chart.</p> <p>Learning Log: Students answer and write questions in their Learning Logs on the tasks and responsibilities of an interior designer.</p> <p>PowerPoint Presentation: Procedures in Completing a Design Project</p> <p>Demonstration: The teacher demonstrates how to design and plan residential and commercial space using plans from buildings under construction.</p> <p>Field Trip and Design Project: Students take a field trip to a home or building under construction. After returning from the field trip, they sketch a room or space in the home or building. They describe the procedures to follow in creating a design project for the</p>	<p>Guidelines for Activity Rubric Computers Internet Web sites References Lead Questions Art Supplies</p> <p>Arrangements for Shadowing Experience Scheduling of Shadowing Experiences Interior Designer Task Chart Lead Questions</p> <p>Learning Log Lead Questions</p> <p>PowerPoint Presentation Computer CTS Samples of Design Projects</p> <p>Graph Paper Pencil Digital Camera Video Camera Recorder Computers Internet Web sites Software (CAD)</p> <p>Make Arrangements for Field Trip Lead Questions Guidelines for Activity Computers Internet Web sites</p>
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	<p>interior space. Students present their design projects for the class to critique.</p> <p>Shadowing: Students shadow a designer throughout the procedure of completing a design project and enter observations in their Learning Logs. Share Out.</p> <p>Interior Design Projects: Students are provided with case studies describing an individual or family who is acquiring services from an interior designer. Students create portfolios for their clients based on their characteristics, wants, needs, and budget. They include the procedures used by an interior designer in completing the design project.</p> <p>Presentation: Projects will be presented to class using video, digital camera and LCD projector.</p>	<p>References</p> <p>List of Interior Designers Schedule Shadowing Experiences Guidelines for Shadowing Experiences Entries in Learning Logs Lead Questions</p> <p>Guidelines for Project Rubric Computers Internet Web sites References Software (CAD) Graph Paper Pencil Portfolio Lead Questions</p> <p>Guidelines for Presentation Rubric Projects Digital Camera Video Camera Recorder</p>
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Unit Assessment:	Recruitment Brochure, Field Trip and Design Project, Learning Log, Shadowing Experiences, Project Portfolio, Presentation of Project, Field Trip, Class Discussion, and Rubrics
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Unit/Course CTSO Activity:	Students participate in the Job Interview FCCLA STAR Event.
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Unit/Course Culminating Product:	Shadowing Experiences Students create a portfolio for a client(s) following the procedure in completing a design project. Recruitment Brochure
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Course/Program Credential(s): Credential Certificate Postsecondary Degree University Degree
 Other: AAFCO Pre-Professional Assessment - Interior Design

Course Title: Interior Design II

Unit: 2	Business Practices
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<p>Content Standard(s) and Depth of Knowledge Level(s):</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Determine factors to consider when locating an interior design business. Examples: geographic and economic characteristics of the community, economic characteristics of prospective clients 2. Demonstrate business practices required to operate an interior design business, including determining fees, completing letter of agreement, collecting payment, keeping client job books, utilizing bookkeeping and accounting practices, and writing sales receipts, purchase orders, and invoices. 3. Demonstrate the ability to maintain an inventory of tools, equipment, supplies, and materials used in interior design projects. 4. Interpret pricing tables and diagrams of products used in interior design. 5. Categorize roles of fiscal management for the interior design industry. 6. Explain management and marketing services, including advertising needs and work roles of sales and marketing staff. 7. Describe personnel management policies and procedures necessary to operate an interior design business. Examples: determining necessary staffing, supervising staff, delegating authority, making job assignments, creating work schedules, setting goals 8. Analyze a budget to determine financial limitations for interior design clients. 9. Calculate area, size, circumference, and square footage required to complete an interior design project. 10. Compare information on sales, products, and services used in designing interiors. 11. Select materials and products for a project, including applying the elements of art and principles of design. 12. Describe the need for respecting customer requests in the interior design industry.
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<p>Learning Objective(s) and Depth of Knowledge Level(s):</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Investigate locations for an interior design business. 2. Analyze the business operations of an interior design business. 3. Explain how an interior designer organizes his/her interior design inventory. 4. Analyze pricing tables and diagrams of products used in interior design. 5. Compare fiscal management styles, policies, and procedures. 6. Determine a client's budget for an interior design project. 7. Apply calculations needed to complete an interior design project. 8. Analyze information on sales, products, and services available to interior designers for their use in project design. 9. Apply the elements and principles of design in selecting materials and products for design projects. 10. Explain the importance of customer satisfaction and respecting customer requests.
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<p>Essential Question(s):</p>	<p>What are important factors to consider in the location of an interior design business? What business practices are followed by an interior designer to have a successful business?</p>
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<ol style="list-style-type: none"> 1. Determining fees 2. Completing letter of agreement 3. Collecting payment 4. Keeping client job books 5. Utilizing bookkeeping and accounting practices 6. Writing sales receipts, purchase orders, and invoices 	<ul style="list-style-type: none"> • Completing letter of agreement • Collecting payment • Keeping client job books • Utilizing bookkeeping and accounting practices • Writing sales receipts, purchase orders, and invoices <p>Daily Operations Manual: Students create a Daily Operations Manual for an interior design business. The manual will include information on:</p> <ul style="list-style-type: none"> • Determining fees • Completing letter of agreement • Collecting payment • Keeping client job books • Utilizing bookkeeping and accounting practices • Writing sales receipts, purchase orders, and invoices 	<p>Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet Web sites Software References Lead Questions Bookkeeping Documents Financial Reports Sample Operations Manuals</p>
<p>C. Maintaining an Inventory</p> <ol style="list-style-type: none"> 1. Tools 2. Equipment 3. Supplies 4. Materials 	<p>PowerPoint Presentation: Maintaining an Inventory</p> <ul style="list-style-type: none"> • Importance of an Inventory to an Interior Designer • Tools • Equipment • Supplies • Materials 	<p>Lead Questions Sample Inventories</p>
<p>D. Interpreting Pricing Tables and Diagrams of Products Used in Interior Design</p>	<p>Teacher Talk and Demonstration: Teacher discusses the process of interpreting pricing tables and diagrams of products used in a design project.</p> <p>Guided Practice: Using a case study, the teachers and students interpret pricing tables and diagrams of products used to create a design project.</p>	<p>Lead Questions Pricing Tables of Products Diagrams of Products</p> <p>Lead Questions Case Study Pricing Tables of Products Diagrams of Products</p>

<p>E. Roles of Fiscal Management for the Interior Design Industry</p>	<p>Case Study/Design Project: Students formulate design plans using pricing tables for case studies for clients. Design Plan will include:</p> <ul style="list-style-type: none"> • Materials Inventory • Equipment • Pricing Tables • Budget • Measurement Calculations • Design Board Presentation • Work Schedule/Goals <p>Power Point Presentation: Fiscal Management for an Interior Design Business</p> <p>Poster: Students create posters on various management styles. Report Out.</p> <p>Guest Speaker: An interior designer discusses the fiscal management for an interior design business.</p>	<p>Guidelines for Activity Rubric Computers Internet Web sites References Case Studies Architectural Supplies (Scale, Square, Pencil, Gum Erasers, Graph Paper, Ruler, Colored Pencils, Markers, Vellum or Tracing Paper, etc.) Sample Budget Treatment Samples (flooring, window treatments, wall treatments, etc.) Display Board Art Supplies (X-acto Knives, Mat Cutter, Cutting Mats, Cutting Guides, Rotary Cutter) CAD Software</p> <p>PowerPoint Presentation Computer CTX</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Poster Board Art Supplies</p> <p>Arrangement for Guest Speaker Lead Questions</p>
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<p>F. Management and Marketing Services</p> <ol style="list-style-type: none"> 1. Advertising needs 2. Work roles of sales and marketing staff 	<p>PowerPoint Presentation: Management and Marketing Services Utilized by an Interior Design Business/Firm</p> <p>Research Project: Students research marketing strategies that can be used in marketing an interior design business. Report Out.</p> <p>Advertisement Project: Students will design an advertisement and logo for their own design business.</p>	<p>PowerPoint Presentation Computer CTX</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References</p>
<p>G. Personnel Management Policies and Procedures to Operate an Interior Design Business</p> <ol style="list-style-type: none"> 1. Determining necessary staff 2. Supervising staff 3. Delegating authority 4. Making job assignments 5. Creating work schedules 6. Setting goals 	<p>10 +2 Discussion: The teacher discusses the importance of making wise personnel selections.</p> <p>PowerPoint Presentation: Personnel Management Policies and Procedures to Operate an Interior Design Business</p> <ul style="list-style-type: none"> • Determining necessary staff • Supervising staff • Delegating authority • Making job assignments • Creating work schedules • Setting goals <p>Instruction Booklet Report: Students develop a polices and procedures manual for the management of daily operations. The document includes sample documents need to manage and operate an interior design business.</p>	<p>Lead Questions</p> <p>PowerPoint Presentation Computer CXT Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet Web sites Software References Lead Questions</p>

<p>H. Analyze Budget to Determine Financial Limitations of Clients</p>	<p>Dramatization: Students research the procedures for hiring staff and interviewing prospective staff. In pairs they conduct a mock interview. Class as a whole discusses positives and negatives of the interviews.</p> <p>Case Study: Students are provided with case studies describing the staff of an interior design business. Based on the information presented, students make personnel decisions. They support their decisions by identifying the personnel management policies and procedures that apply to the situation. The description must include:</p> <ul style="list-style-type: none"> • Supervising staff • Delegating authority • Making job assignments • Creating work schedules • Setting goals <p>Buzz Session: Group discussion about factors to consider in budgeting for a design project.</p> <p>PowerPoint Presentation: Calculating a Budget for Clients</p> <p>Case Studies: Students are provided with case studies describing the amount of financial resources a client has allocated for the project, the client's</p>	<p>Bookkeeping Documents Financial Reports Sample Operations Manuals Sample Documents</p> <p>Lead Questions Textbook</p> <p>Guidelines for Activity Rubric Computers Internet Web sites Software References Lead Questions Case Studies</p> <p>Lead Questions</p> <p>PowerPoint Presentation Computer CTX Examples of Budgets</p> <p>Guidelines for Activity Rubric Computers Internet Web sites</p>
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<p>I. Calculate Area, Size, Circumference, and Square Footage of an Interior Design Project</p> <p>J. Compare Information on Sales, Products, and Services used in Designing Interiors</p> <p>K. Selecting Materials and Products for a Design Project</p> <ol style="list-style-type: none"> 1. Elements of art 2. Principles of design 	<p>needs and wants. Students develop an estimated budget for the project. Report Out.</p> <p>Demonstration: The teacher demonstrates how to calculate the area, size, circumference, and square footage of an interior design project.</p> <p>Math Problems: Students calculate the area, size, circumference, and square footage for various interior design projects. Share Out.</p> <p>PowerPoint Presentation: Sales, Products, and Services used in Designing Interiors</p> <ul style="list-style-type: none"> • Sources • Costs <p>Internet Activity: Students surf the internet to identify products and services available for designing interiors. They create an inventory of products, services, and materials available for an interior designer to use in his/her design projects.</p> <p>Pictorial: Students collect pictures of interior rooms. They describe the materials and products used in the pictures and how the elements of art and principles of design have been used to create the interior design. Report Out.</p>	<p>Software References Lead Questions Case Studies</p> <p>Calculator Floor Plan Square Footage Examples</p> <p>Guidelines for Activity Calculator Floor Plan Square Footage Problems Lead Questions</p> <p>PowerPoint Presentation Computer CTX Lead Questions Catalogs Internet Web sites References</p> <p>Guidelines for Activity Rubric Computers Internet Web sites Software References Lead Questions</p> <p>Guidelines for Activity Rubric Computers Web sites References Internet Magazines</p>
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<p>L. Respecting Client Requests</p>	<p>Poster: Students create posters comparing information on sales, products and services used in designing interiors. Share Out.</p> <p>Design Projects: The teacher provides students with projects to design for fictitious clients. They create a design project for the clients. Share Out.</p> <p>Team Design Projects: Students work as a group of interior designers for a fictitious interior design firm. Using case studies, students work as a team to create design projects for their clients. Share Out.</p> <p>Brainstorming: Students will brainstorm situations in which the client's requests should be respected even though the designer disagrees.</p>	<p>Furniture Ads</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Lead Questions Poster Board Art Supplies</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Lead Questions Case Studies Magazines Sale Ads</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Lead Questions Case Studies Magazines Sales Ads</p> <p>Lead Questions</p>
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	<p>Teacher Talk: The teacher discusses the importance of respecting the requests of the client when creating a design project.</p> <p>Tip Sheet: Students design a “Tip Sheet” for interior designers to refer to when working with difficult clients. Share Out.</p> <p>Case Studies: Students are provided with case studies where the client disagrees with various aspects of the design project created by their interior designer. Students describe how they would react if they were in the same situation.</p>	<p>Lead Questions Examples of Client Requests</p> <p>Guidelines for Activity Rubric Computers Web sites Internet References</p> <p>Guidelines for Activity Computers Internet Web sites Case Studies References Lead Questions</p>
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Unit Assessment:	Design Projects, Virtual Field Trip, Brochure, Daily Operations Manual, Dramatization, Buzz Session, Guided Practices, Posters, Pictorial, Design Projects, Team Design Projects, Tip Sheet, Case Studies, Class Discussion, and Rubrics
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Unit/Course CTSO Activity:	Members participate in the Illustrated Talk FCCLA STAR Event. Members participate in the Entrepreneurship FCCLA STAR Event.
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Unit/Course Culminating Product:	Design Projects Daily Operations Manual
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Course/Program Credential(s): <input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input checked="" type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input checked="" type="checkbox"/> Other: AAFCS Pre-Professional Assessment - Interior Design
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Course Title: Interior Design II

Unit: 3	Visual Presentation
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Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 15. Utilize technology in managing and marketing an interior design business. 16. Demonstrate use of presentation boards to assist clients in visualizing the design project. 17. Apply universal design techniques to the design of interiors. 18. Demonstrate computer-aided design techniques used to design interior space.
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Learning Objective(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 1. Use technology in managing and marketing an interior design business. 2. Create presentation boards to assist clients in visualizing the design project. 3. Design interiors using universal design techniques. 4. Utilize computer-aided design techniques in design interior space.
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Essential Question(s):	<p>What factors are considered when marketing and managing an interior design firm? What is universal design? What are some important considerations to make when utilizing universal design techniques? How are presentation boards used by an interior designer to communicate the design project to clients? How is computer-aided design used in an interior design business?</p>
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>III. Visual Presentation</p> <p style="padding-left: 20px;">A. Using Technology</p> <ol style="list-style-type: none"> 1. Managing an interior design business 2. Marketing an interior design business 	<p>PowerPoint Presentation: Using Technology in a Interior Design Business</p> <ul style="list-style-type: none"> • Managing • Marketing <p>Brochure: Using technology, students design a marketing brochure for a simulated interior design business.</p>	<p>PowerPoint Presentation Computer CTX Lead Questions</p> <p>Guidelines for Activity Computers Internet Web sites References</p>

<p>B. Use of Presentation Boards to Visualize the Design Project</p>	<p>PowerPoint Presentation: Using Presentation Boards to Visualize the Design Project</p> <p>Teacher Demonstration: The teacher demonstrates how to visualize a design project using presentation boards.</p> <p>Presentation Board Project: Students are provided with case studies of clients. They create design projects and present the projects using presentation boards.</p>	<p>Art Supplies Lead Questions Rubric</p> <p>PowerPoint Presentation Computer CTX Lead Questions Presentation Boards</p> <p>Computer with Internet Access CAD Software Art Supplies Samples (Paint Chips, Fabric, etc.) Catalogs</p> <p>Guidelines for Activity Computers Internet Web sites References Lead Questions Art Supplies Samples (Paint Chips, Fabric, etc.) Catalogs Rubric Presentation Boards</p>
<p>C. Applying Universal Design Techniques used to Design Interiors</p>	<p>Teacher Talk: The teacher discusses the topic of universal design techniques.</p> <p>Research Report: Students research how universal design techniques are used to design interiors. They present their findings.</p>	<p>Lead Questions</p> <p>Guidelines for Activity Computers Internet Web sites References Lead Questions Rubric</p>

<p>D. Computer-aided Design</p>	<p>Quick Talk: The teacher discusses how computer-aided design is used to design interiors.</p> <p>Demonstration: Teacher demonstrates the use of Computer-aided Design (CAD) in designing interiors.</p> <p>CAD Project: Students use CAD to create design projects for clients. They create design boards with images from CAD as well as samples for background and other treatments, furnishings, fabrics, and accessories. Share Out.</p>	<p>Lead Questions</p> <p>CAD Software Computer</p> <p>Guidelines for Activity Computers Internet Web sites References Lead Questions CAD Software Computers Project Case Studies Rubric</p>
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<p>Unit Assessment:</p>	<p>Brochures, Presentation Board Project, Research Report, CAD Project, Class Discussion, and Rubrics</p>
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<p>Unit/Course CTSO Activity:</p>	<p>Members participate in the Interior Design FCCLA STAR Event. Members participate in the Entrepreneurship FCCLA STAR Event.</p>
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<p>Unit/Course Culminating Product:</p>	<p>Marketing Brochure Presentation Boards CAD Project</p>
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<p>Course/Program Credential(s): <input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input checked="" type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input checked="" type="checkbox"/> Other: AAFCS Pre-Professional Assessment - Interior Design</p>
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