

Planned Course: Creative Living	Course Number: F720	Department: Family and Consumer Sciences	
Unit: Housing and Interior Design	Grade Level: 9 - 12		
Estimated Time: 9 weeks	Level/Track: Elective	Date Approved: 8/1/2013	
PA Academic Standards	Core Concepts (in question format) • Skills/Knowledge	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)

<p>11.1.12 Financial and Resource Management</p> <p>B. Analyze the management of financial resources across the lifespan.</p> <p>C. Analyze the relationship among factors affecting consumer housing decisions (e.g., human needs, financial resources, location, legal agreements, maintenance responsibilities).</p> <p>G. Compare the availability, costs, and benefits of accessing public, nonpublic and for profit services to assist the family.</p> <p>11.2.12 Balancing Family, Work, and Community Responsibility</p>	<p><u>SELECTION, BUDGET, AND FINANCE IN HOUSING</u></p> <p>▶ How does the real estate industry cater to and service the diverse housing needs of the American population?</p> <ul style="list-style-type: none"> The student will be able to analyze the factors that should be considered when selecting a place to live and apply them to buying a home vs. renting a home. The student will be able to identify and compare various types of community environments. The student will be able to describe and compare various types of housing and living environments. 	<p>Personal Living Environment Vision Board</p> <p>Carousel Brainstorm on types of living environments, housing considerations, housing terms, etc.</p> <p>PowerPoint/video clips on housing in America</p> <p>Worksheets/ study guides on housing in America</p> <p>Videos/DVDs/video clips e.g. “Finding A Place to Live” “House Hunters”</p> <p>Case studies of family needs</p> <p>Running vocabulary list</p> <p>Small group analysis of newspaper / real estate magazine advertisements dealing with housing options</p>	<p>Rubric for Personal Living Environment Vision Board</p> <p>Teacher observation of student participation in brainstorm activity</p> <p>Teacher observation of student on task</p> <p>Class participation in discussions on housing</p> <p>Graded worksheets / study guides on buying a home vs. renting</p> <p>Assignment checklists / charts on the housing market</p> <p>Graded group work on housing analysis</p> <p>Graded housing selection</p>
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<p>A. Justify solutions developed by using practical reasoning skills.</p> <p>B. Evaluate the effectiveness of action plans that integrate personal, work, family and community responsibilities.</p> <p>D. Based on efficiency, aesthetics and psychology evaluate space plans (e.g., home, office, work areas) for their ability to meet a variety of needs including those of individuals with special needs.</p>	<ul style="list-style-type: none"> • The student will be able to explain the meaning of money management and how it relates to selecting a living environment. • The student will be able to list criteria for making housing and household decisions for various individual and family dynamics. • The student will be able to follow and maintain a given housing budget. • The student will be able to demonstrate knowledge to select a home that will be used for various assignments throughout this course. • The student will be able to describe the types of expenses, both fixed and variable, involved 	<p>available in our community</p> <p>Compilation of a housing selection checklist for specific needs/preferences</p> <p>Individual/Family Housing Profile assignment</p> <p>Financial Planning Profile assignment</p> <p>Home selection assignment</p> <p>Test on housing and living environments</p>	<p>checklist for specific needs/preferences</p> <p>Assigned activities with individual assessment rubrics</p> <p>Rubric for personal home selection assignment</p> <p>Graded test on housing and living environments</p>
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	in choosing a living environment.		
<p>11.1.12 Financial and Resource Management</p> <p>A. Evaluate the impact of family resource management on the global community.</p> <p>C. Analyze the relationship between factors affecting consumer housing decisions (e.g., human needs, financial resources, location, legal agreements, maintenance responsibilities).</p> <p>11.2.12 Balancing Family,</p>	<p><u>FLOOR PLANS</u></p> <p>► How do floor plans and traffic patterns benefit the overall design plan and function of a room?</p> <ul style="list-style-type: none"> • The student will be able to describe how changing lifestyles are reflected in today's housing. • The student will be able to explain how space in a home can be used efficiently. • The student will be able to identify the advantages and 	<p>PowerPoint on floor plans and traffic patterns</p> <p>Research on types of living environments: e.g.</p> <ol style="list-style-type: none"> 1) portable 2) natural 3) permanent 4) house 5) apartment 6) eco-friendly 7) universal design <p>Evaluation of floor plans and case studies</p> <p>Worksheets on floor plans, current housing styles, and</p>	<p>Teacher observation of on-task learning</p> <p>Class participation on information gathering on housing</p> <p>Graded worksheets/study guides on the current housing market and floor plans</p> <p>Quiz on housing options and floor plans meeting the needs of an individual or family</p>

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<p>Work, and Community Responsibility</p> <p>A. Justify solutions developed by using practical reasoning skills.</p> <p>D. Based on efficiency, aesthetics and psychology evaluate space plans (e.g., home, office, work areas) for their ability to meet a variety of needs including those of individuals with special needs.</p>		<p>drawbacks of current housing forms.</p>		<p>family needs</p>	
<p>11.2.12 Balancing Family, Work, and Community Responsibility</p> <p>E. Assess the availability of emerging technology that is designed to do the work of the family and evaluate the impact of its use on individuals, families and communities.</p> <p>B. Evaluate the effectiveness</p>		<ul style="list-style-type: none"> The student will be able to describe recent developments in housing design and explain their usefulness. The student will be able to create floor plans for a given living environment. 		<p>PowerPoint and video clips on home design and living environments, with study guide</p> <p>Survey of home designs in students neighborhood (enrichment)</p> <p>Textbook readings on home design (remedial)</p> <p>Evaluation of floor plans depicted in real estate</p>	
				<p>Graded study guide on housing design elements</p> <p>Survey checklist of neighborhood homes (E)</p> <p>Presentations of student</p>	

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of action plans that integrate personal, work, family and community.		<p>magazines and on-line</p> <p>List of home zones and their functions: 1) private zone 2) service zone 3) social zone</p> <p>Creation of floor plan(s) for room(s) of student's previously selected living environments</p> <p>Measuring to scale worksheets Sample and trial floor plans Floor plan worksheets</p> <p>Drawing of basic architectural symbols into floor plans: 1) windows 2) doors 3) outlets 4) cable, TV 5) phone 6) fireplace 7) heating/cooling 8) light switches 9) lighting 10)special features</p> <p>Quiz on home design and floor plans</p>	<p>assessed floor plans</p> <p>Graded floor plan packet</p> <p>Class participation in all activities dealing with design</p> <p>Graded architectural symbols project</p> <p>Graded quiz on home design and floor plans</p>
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<p>11.1.12 Financial and Resource Management</p> <p>C. Analyze the relationship between factors affecting consumer housing decisions (e.g., human needs, financial resources, location, legal agreements, maintenance responsibilities).</p> <p>11.2.12 Balancing Family, Work, and Community Responsibility</p> <p>A. Justify solutions developed by using practical reasoning skills.</p> <p>D. Based on efficiency, aesthetics and psychology evaluate space plans (e.g., home, office, work areas, etc.) for their ability to meet a variety of needs including those of individuals with special</p>	<p><u>ELEMENTS AND PRINCIPLES OF DESIGN</u></p> <p>► How can elements of design and principles of design be utilized to create pleasing and functional living/working environments?</p> <ul style="list-style-type: none"> • The student will be able to identify the elements of design. • The student will be able to describe how space is used as a design element and the feeling space conveys. • The student will be able to describe the functions of line in design. • The student will be able to define form and explain how it can be used effectively. 	<p>PowerPoint on elements and principles of design with study guide and outline</p> <p>Video/DVD: e.g. “Extreme Homes” and class discussion</p> <p>Decorator magazine activities</p> <p>Case study (remedial)</p> <p>Design collages</p> <p>File on the elements of design</p> <p>Collage or portfolio of elements of design with descriptions</p> <p>Class discussions on space as a design element</p> <p>Forum on form vs. function</p> <p>Videos/DVDs/On-line episodes: e.g. “Elements of Design” “This Small Space” “House Hunters” “For Rent” with related worksheet: e.g. “Housing and Interior Design A to Z” and class discussion</p>	<p>Graded study guide and outline on elements and principles of design</p> <p>Teacher observation of student participation in discussion</p> <p>Class participation in learning experiences and discussions</p> <p>File checklist of design elements</p> <p>Presentations of design collages</p> <p>Teacher observation of on-task student performance</p> <p>Class participation in video discussion</p> <p>Graded worksheet</p>
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<p>needs.</p> <p>11.2.9 Balancing Family, Work, and Community Responsibility</p> <p>D. Analyze the space requirements for a specified activity to meet a given need (e.g., family room, home office, kitchen).</p>	<ul style="list-style-type: none"> The student will be able to define texture and describe the ways it is used to create effects and variety. 	<p>Display and label items with various visual and tactile textures</p>	<p>Graded textures display</p>
<p>11.1.12 Financial and Resource Management</p> <p>C. Analyze the relationship between factors affecting consumer housing decisions (e.g., human needs, financial resources, location, legal agreements, maintenance responsibilities).</p> <p>11.2.12 Balancing Family, Work, and Community</p>	<ul style="list-style-type: none"> The student will be able to explain how color is produced. The student will be able to identify and accurately use the vocabulary of color. The student will be able to explain how a color 	<p>PowerPoint on use of color and development of color schemes in interior design</p> <p>Creation of a color wheel Development of actual color schemes through use of paints/crayons/colored pencils</p> <p>Coloring of room templates to create required color schemes</p>	<p>Graded color and color schemes packet assignment</p> <p>Class participation/ Presentation of color schemes</p>

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<p>Responsibility</p> <p>A. Justify solutions developed by using practical reasoning skills.</p> <p>D. Based on efficiency, aesthetics and psychology evaluate space plans (e.g., home, office, work areas) for their ability to meet a variety of needs including those of individuals with special needs.</p> <p>11.2.9 Balancing Family, Work, and Community Responsibility</p> <p>D. Analyze the space requirements for a specified activity to meet a given need (e.g., family room, home office, kitchen).</p>	<p>scheme is developed.</p>	<p>Portfolio of magazine rooms depicting various color schemes</p>	<p>Graded portfolio of color schemes</p>
<p>11.2.12 Balancing Family, Work, and Community Responsibility</p>			

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E. Assess the availability of emerging technology that is designed to do the work of the family and evaluate the impact of its use on individuals, families and communities.	<ul style="list-style-type: none"> The student will be able to identify principles of good design. The student will be able to describe and give examples of good proportion in design. The student will be able to identify and describe formal and informal balance. The student will be able to explain how rhythm and emphasis are used to guide focus. 	<p>Select color schemes for a floor plan from previous assignment</p> <p>Selection of wallpaper, carpet, paint chips, etc. depicting students' individual color scheme rooms and design elements</p> <p>Video: e.g. "Color Schemes" and reflection</p> <p>TV decorating shows; Working with furniture arrangements; related worksheets</p> <p>Quiz on elements and principles of design</p>	<p>Graded color scheme floor plan</p> <p>"Samples" packet on color</p> <p>Design portfolio Video reflection (Color Schemes)</p> <p>Graded worksheets on decorating styles and furniture arrangements</p> <p>Graded quiz on elements and principles of design</p>
11.2.12 Balancing Family, Work, and Community Responsibility B. Evaluate the effectiveness of action plans that integrate personal, work, family and community	<ul style="list-style-type: none"> The student will be able to justify the importance of unity and variety in good design. The student will be able to select furniture for his/her floor plans. 	Furniture selection assignment	Furniture assignment critique

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responsibilities.			
<p>11.2.12 Balancing Family, Work, and Community Responsibility</p> <p>E. Assess the availability of emerging technology that is designed to do the work of the family and evaluate the impact of its use on individuals, families and communities.</p>	<ul style="list-style-type: none"> The student will be able to calculate costs in his/her design creations and selections. 	<p>Math activities on calculating costs of decorating materials and furnishings: e.g.</p> <ol style="list-style-type: none"> 1) paint 2) wallpaper 3) floor coverings 4) window treatments 5) furniture 6) lighting 7) accessories <p>Cost/expense sheet</p>	<p>Cost of home design packet</p> <p>Quiz on math calculations</p> <p>Class participation on assignments</p> <p>Presentations of individual decorating selections</p> <p>Project completion of design element selections</p>