



TENNESSEE DEPARTMENT OF

**EDUCATION**

FIRST TO THE TOP

## Advanced Interior Design

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| <b>Primary Career Cluster:</b>                       | Architecture & Construction   |
| <b>Consultant:</b>                                   | <a href="mailto:Rachel.Allen@tn.gov">Rachel Allen, (615) 532-2835, Rachel.Allen@tn.gov</a> <a href="mailto:Casey.Haugner@tn.gov">Casey Haugner Wrenn, (615) 532-4879, Casey.Haugner@tn.gov</a>  |
| <b>Course Code(s):</b>                               | <a href="#">6121</a>  |
| <b>Prerequisite(s):</b>                              | <i>Foundations of Interior Design</i> ( <a href="#">6014</a> ), <i>Residential Interior Design</i> ( <a href="#">6006</a> ), <i>Commercial Interior Design</i> ( <a href="#">6122</a> )   |
| <b>Credit:</b>                                       | 1   |
| <b>Grade Level:</b>                                  | 12  |
| <b>Graduation Requirements:</b>                      | This course satisfies one <del>credit</del> of three credits required for an elective focus when taken in conjunction with other Architecture & Construction courses.   |
| <b>Programs of Study and Sequence:</b>               | This is the fourth course in the <i>Interior Design</i> program of study.   |
| <b>Necessary Equipment:</b>                          | Refer to the Teacher Resources page.  |
| <b>Aligned Student Organization(s):</b>              | Family, Career and Community Leaders of America (FCCLA):<br><a href="http://www.tennesseefccla.org/">http://www.tennesseefccla.org/</a><br>Brandon Hudson, (615) 532-2804, <a href="mailto:Brandon.Hudson@tn.gov">Brandon.Hudson@tn.gov</a> |
| <b>Coordinating Work-Based Learning:</b>             | If a teacher has completed work-based learning training, appropriate student placement can be offered. To learn more, please visit <a href="http://www.tn.gov/education/cte/wb/">http://www.tn.gov/education/cte/wb/</a> .                  |
| <b>Available Student Industry Certifications:</b>    | None  |
| <b>Dual Credit or Dual Enrollment Opportunities:</b> | There are no known dual credit/dual enrollment opportunities for this course. If interested in developing, reach out to a local postsecondary institution to establish an articulation agreement.   |
| <b>Teacher Endorsement(s):</b>                       | 050, 051, 450   |
| <b>Required Teacher Certifications/Training:</b>     | None  |
| <b>Teacher Resources:</b>                            | <a href="http://www.tn.gov/education/cte/ArchitectureConstruction.shtml">http://www.tn.gov/education/cte/ArchitectureConstruction.shtml</a>   |

### Course Description

*Advanced Interior Design* is an applied-knowledge course intended to prepare students for careers in the interior design industry. This course places special emphasis on an internship opportunity and a hands-on capstone project. Students in *Advanced Interior Design* will create a design for a specific space and

purpose, either residential or commercial, applying skills and knowledge from previous courses using industry-specific technologies. Standards in this course are aligned with Tennessee Common Core State Standards for English Language Arts & Literacy in Technical Subjects and National Standards for Family and Consumer Sciences Education, Second Edition.\*

## Program of Study Application

This is the fourth course in the *Interior Design* program of study. For more information on the benefits and requirements of implementing this program in full, please visit the Architecture & Construction website at <http://www.tn.gov/education/cte/ArchitectureConstruction.shtml>.

## Course Standards

### Safety

- 1) Demonstrate the ability to comply with personal and environmental safety practices associated with interior design applications, such as the use of adhesives, hand tools, machines, and appropriate handling and storage methods in accordance with local, state, and federal safety and environmental regulations.
  - a. Inspect, maintain, and employ safe operating procedures with tools and equipment.
  - b. Adhere to responsibilities, regulations, and Occupational Safety & Health Administration (OSHA) policies regarding reporting of accidents and observed hazards, and regarding emergency response procedures.
  - c. Maintain a portfolio record of written safety examinations and equipment examination for which the student has passed an operational checkout by the instructor.(TN CCSS Reading 3, 4; TN CCSS Writing 4)

### Professional Practices of Interior Design

- 2) Research job descriptions, career information, and online job boards such as the IIDA Career Center for the general employability skills and character traits most often mentioned or desired for interior design professionals. Compile a class list of those skills and attributes. For each item on the class list, define the characteristic, state why it is important for people working in the interior design field, and list at least two ways to build that skill. Possible skills include:
  - a. Collaboration
  - b. Honesty
  - c. Respect
  - d. Communication
  - e. Responsibility(TN CCSS Reading 1, 4; TN CCSS Writing 2, 4, 8; FACS 1, 11)
- 3) Collect Codes of Ethics from various interior design professional organizations such as the American Society of Interior Designers (ASID) and the International Interior Design Association (IIDA), and compare them for areas of commonality. Discuss the significance of incorporating ethical standards into professional practice. Synthesize principles from the codes investigated to create a personal code of ethics for use as a designer; include the code in the design portfolio. (TN CCSS Reading 1, 2, 4, 9; TN CCSS Writing 4, 8, 9; FACS 11)



- 4) Access electronic resources, including the websites of professional organizations, to identify voluntary and required credentials and licensing requirements for interior designers. Create a brochure that lists the credentials available and the requirements for obtaining and maintaining the credential. Determine the licensing requirements to become a certified interior designer. (TN CCSS Reading 1, 4; TN CCSS Writing 2, 4, 7, 8; FACS 1, 11)

### Resource Management

- 5) Perform an Internet search, interview local professionals, or consult industry journals to identify common principles of successful project management. Drawing on the project management templates developed in previous courses, estimate a detailed project plan for a potential interior design project. The project plan should include at minimum the following: a schedule or Gantt chart outlining deliverables; a tracker for progress toward goals; a time management component to log hours worked for those involved; a spreadsheet for analyzing cost and performance; and a document to coordinate tradesmen and other labor. (TN CCSS Reading 1, 4, 7, 10; TN CCSS Writing 4, 6, 7; FACS 11)
- 6) Research interior design budget sources from company websites or textbooks to create a list of the components of a project budget. Estimate a budget for a potential project in a spreadsheet program. Each budget should include at minimum columns for estimated costs, actual costs, and difference. (TN CCSS Reading 4, 7, 9; TN CCSS Writing 6; FACS 11)
- 7) Create a name for an original interior design company. Design a logo for the company. Apply concepts and templates from word processing programs to create one or more of the following business necessities: business stationery, invoices, sample rates, specific project cost estimates, and business cards. (TN CCSS Reading 1, 4; TN CCSS Writing 2, 4, 8; FACS 11)
- 8) Research different types of businesses structures, including but not limited to sole proprietorship, partnership, s-corporation, and limited liability company. Write a business plan explaining the type of business, organizational design, the steps in establishing the business, and the legal parameters affecting the business. Identify the target market; describe in the plan how the particular suite of design services offered by the proposed company will be marketed to the intended consumers. (TN CCSS Reading 1, 4; TN CCSS Writing 2, 4, 8; FACS 11)

### Communication

- 9) Practice effective verbal, nonverbal, written, and electronic communication skills for working with clients while demonstrating the ability to: listen attentively, speak courteously and respectfully, discuss client's ideas/vision, resolve obstacles in design, and respond to client objections or complaints to the client's satisfaction. (TN CCSS Writing 4, 6; FACS 11)
- 10) Select two distinctly different designs for an interior design project and present them to a client, supported by graphic renderings and written appraisals of the work. Justify why each would be appropriate given the client's specifications, while also noting the drawbacks and compromises to each one based on client needs. (TN CCSS Writing 1, 4; FACS 11)
- 11) Presented with two alternative designs for a given project, highlight the design features of each. Make a written case for selecting one design over another, or for integrating features from each



to come up with a design that will suit the venue and satisfy the client. Demonstrate the ability to pitch the idea to the client in a mock bid, defending the design by pointing to specific features that meet the client's specifications. (TN CCSS Writing 1, 4; FACS 11)

### **Obstacles in Design**

- 12) Define design obstacles and prepare a list of potential obstacles encountered in residential or commercial venues, such as environmental concerns, budget constraints, or marketability. Use research from design magazines and technical manuals to suggest design solutions that effectively deal with these obstacles. (TN CCSS Reading 7; TN CCSS Writing 2, 4; FACS 11)
- 13) Create a proposed design narrative and presentation board to share with a client. Integrate multiple sources of information, such as original field verification analyses, to make informed design decisions, solve design obstacles, and present the findings in a clear and coherent manner as a verbal or written report. (TN CCSS Reading 7; TN CCSS Writing 2, 4; FACS 11)

### **Internship (Optional)\*\***

- 14) If available, participation in an interior design internship is encouraged. Internship placements are approved at the discretion of the instructor, based on local availability and the instructor's own assessment of the internship's quality.
- 15) Maintain a professional image by applying the employability skills and attitudes explored in Standard 2. Keep a journal/log of the assignments completed on the job. Near the end of the internship, work with the intern supervisor to discuss strengths and weaknesses. (TN CCSS Writing 4, 6)
- 16) Upon conclusion of the internship, produce a technology-enhanced class presentation showcasing highlights, challenges, and lessons learned from the experience. The presentation will be included in the student's portfolio. (TN CCSS Writing 4, 6)

### **Capstone Project**

- 17) Create a comprehensive design for a specific space and purpose, either residential or commercial, applying skills and knowledge from previous courses. Students should be able to visit the site to make measurements and complete field verification. Create a client presentation to include:
  - a. A project plan
  - b. Statement of how the design meets applicable codes and regulations
  - c. Presentation board(s) and 3-D models of the project
  - d. Drawings that incorporate principles and elements of design correctly
  - e. Select appropriate finishing and materials
  - f. A comprehensive cost estimate based on researched prices(TN CCSS Reading 3, 7; TN CCSS Writing 2, 7, 4)



## Portfolio

- 18) Create a career and professional growth plan outlining the steps needed to progress in a specific career pathway, including postsecondary education, potential paid and unpaid jobs that will build experience, and additional opportunities for development. Include the plan in the student portfolio. (TN CCSS Writing 2, 3, 4)
- 19) Research formats and styles of resumes commonly used by interior design professionals. Use templates or online resume builders to create a personal resume. Write a short narrative describing why the current format was chosen, presenting a plan for keeping the resume up-to-date, and describing how it can be tailored for specific situations. Include the resume in the student portfolio. (TN CCSS Reading 5; TN CCSS Writing 2, 4)
- 20) Update the portfolio to reflect the cumulative total of all portfolio projects undertaken across the program of study. Compile information, sketches, and photographs from each course project work. Include floor plans, drawings, and materials used. Include technical drawings that demonstrate ability to use industry-specific technology such as such as Photoshop, SketchUp, Revit, or AutoCAD. Select projects from course work that showcase qualifications as an interior design student.

Upon completion of this course, the following artifacts will reside in the student portfolio:

- Resume
- Career and professional growth plan
- Personal code of ethics
- Communication exercises
- Example sketches showing best work from any course
- Residential interior design project board
- Commercial interior design project board
- Capstone project

(TN CCSS Reading 1, 4, 7; TN CCSS Writing 2, 4)

## Standards Alignment Notes

\*References to other standards include:

- TN CCSS Reading: [Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Reading Standards for Literacy in Science and Technical Subjects 6-12; Grades 11-12 Students (page 62).
  - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards [8](#) and [10](#) at the conclusion of the course.
- TN CCSS Writing: [Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12; Grades 11-12 Students (pages 64-66).
  - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards [4](#), [3](#), [5](#), and [10](#) at the conclusion of the course.



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\*\*Internships should follow policies outlined in the work-based learning guidebook, found online at <http://www.tn.gov/education/cte/wb/doc/WorkBasedLearningPoliciesApril2013.pdf>.





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 FIRST TO THE TOP

## Commercial Interior Design

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| <b>Primary Career Cluster:</b>                       | Architecture & Construction   |
| <b>Consultant:</b>                                   | <a href="mailto:Rachel.Allen@tn.gov">Rachel Allen, (615) 532-2835, Rachel.Allen@tn.gov</a><br><a href="mailto:Casey.Haugner@tn.gov">Casey Haugner Wrenn, (615) 532-4879, Casey.Haugner@tn.gov</a>   |
| <b>Course Code(s):</b>                               | <del>6122</del> TBD   |
| <b>Prerequisite(s):</b>                              | <i>Foundations of Interior Design (6014), Residential Interior Design (6006)</i>  |
| <b>Credit:</b>                                       | 1   |
| <b>Grade Level:</b>                                  | 11  |
| <b>Graduation Requirements:</b>                      | This course satisfies one <b>credit</b> of three credits required for an elective focus when taken in conjunction with other Architecture & Construction courses.   |
| <b>Programs of Study and Sequence:</b>               | This is the third course in the <i>Interior Design</i> program of study.  |
| <b>Necessary Equipment:</b>                          | Refer to the Teacher Resources page.  |
| <b>Aligned Student Organization(s):</b>              | Family, Career and Community Leaders of America (FCCLA):<br><a href="http://www.tennesseefccla.org/">http://www.tennesseefccla.org/</a><br>Brandon Hudson, (615) 532-2804, <a href="mailto:Brandon.Hudson@tn.gov">Brandon.Hudson@tn.gov</a> |
| <b>Coordinating Work-Based Learning:</b>             | If a teacher has completed work-based learning training, appropriate student placement can be offered. To learn more, please visit <a href="http://www.tn.gov/education/cte/wb/">http://www.tn.gov/education/cte/wb/</a> .                  |
| <b>Available Student Industry Certifications:</b>    | None  |
| <b>Dual Credit or Dual Enrollment Opportunities:</b> | There are no known dual credit/dual enrollment opportunities for this course. If interested in developing, reach out to a local postsecondary institution to establish an articulation agreement.   |
| <b>Teacher Endorsement(s):</b>                       | 050, 051, 450   |
| <b>Required Teacher Certifications/Training:</b>     | None  |
| <b>Teacher Resources:</b>                            | <a href="http://www.tn.gov/education/cte/ArchitectureConstruction.shtml">http://www.tn.gov/education/cte/ArchitectureConstruction.shtml</a>   |

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### Course Description

*Commercial Interior Design* is the third course in the *Interior Design POS-program of study* intended to prepare students for careers in residential and commercial interior design. Upon completion of this course, students will be able to create three-dimensional pictorial representations of objects by way of

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size, shape, shading, and color using industry-standard software programs. Important components in this course include developing an understanding of specifications for commercial design, building technology, building codes, product applications, and product testing research and development. Students will work individually and in teams to make presentations to prospective commercial clients and defend their designs and presentation boards. Standards in this course are aligned with Tennessee Common Core State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee state standards for Scientific Research, and National Standards for Family and Consumer Sciences Education, Second Edition.\*

## Program of Study Application

This is the third course in the *Interior Design* program of study. For more information on the benefits and requirements of implementing this program in full, please visit the Architecture & Construction website at <http://www.tn.gov/education/cte/ArchitectureConstruction.shtml>.

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## Course Standards

### Safety

- 1) Demonstrate the ability to comply with personal and environmental safety practices associated with interior design applications, such as the use of adhesives, hand tools, machines, and appropriate handling and storage methods in accordance with local, state, and federal safety and environmental regulations.
  - a. Inspect, maintain, and employ safe operating procedures with tools.
  - b. Adhere to responsibilities, regulations, and Occupational Safety & Health Administration (OSHA) policies regarding reporting of accidents and observed hazards, and regarding emergency response procedures.
  - c. Maintain a portfolio record of written safety examinations and equipment examination for which the student has passed an operational checkout by the instructor.(TN CCSS Reading 3, 4; TN CCSS Writing 4; FACS 11)

### Design Software

- 2) Use computer-aided software tools to design floor plans or create perspective drawings using appropriate symbols, abbreviations, and call outs to indicate placement of windows, doors, electrical outlets, plumbing, and other structures. (TN CCSS Reading 4; FACS 11)
- 3) Apply textures, color, and finishes to elevations and perspective drawings. Use layers and overlays to demonstrate alternate designs of the same structures. (TN CCSS Reading 1, 3, 4; FACS 11)
- ~~4) Create original 3-D models of furniture and fixtures to be used in designs rather than using generic models included in the software program. (TN CCSS Reading 3; FACS 11)~~

### Commercial Design

- 4) Research and compare the fields of residential interior design to commercial interior design. Integrate the information into a research project including a written report and class





presentation, demonstrating an understanding of the differences and similarities among residential and commercial interior design careers. (TN CCSS Reading 3, 4; TN CCSS Writing 2, 4, 6, 9; FACS 11)

- 5) Review and evaluate design interiors of commercial spaces presented in diverse formats such as design books and building magazines. After review, create and continuously log sketches and gather sample pictures of appealing furniture layout, window treatments, accessories, and floorings for inclusion in future design projects. Compile sketches and sample pictures into a personal design book along with a brief paragraph to accompany each sketch, describing what aspects of the design are appealing and why. (TN CCSS Reading 7; TN CCSS Writing 10; FACS 11)
- 6) Research the various material used in the exterior rendering. Design a commercial building rendering by sketching the exterior with a three-dimensional design program. Then sketch the exterior covering facade, attending to appropriate representations for metal, wood, brick, glass, or any combination of exterior materials. Compile the sketches and other artifacts for inclusion in the design portfolio, along with a written Write a defense of the material choices, citing that sites evidence of the material's durability, practicality, cost effectiveness, and/or sustainability. (TN CCSS Reading 1, 3, 4; FACS 11) ~~Research the various material used in the exterior rendering. Write a defense of the material choices that sites evidence of the material's durability, practicality, cost effectiveness or sustainability.~~
- 7) Research the placement of furniture and arrangement of interiors for commercial spaces. Generate floor plans, basic three-dimensional scale drawings that incorporate effective commercial-space planning techniques, the principles of interior design to represent prospective arrangements. Write a short narrative to accompany the drawings, highlighting the design principles illustrated in each. (TN CCSS Writing 4; FACS 11)
- 8) Research space requirements, traffic flow, and design features necessary for a commercial space. Create a renderings and assemble a three-dimensional interior design for thea commercial space, demonstrating effective use of principles and elements of design learned in previous courses. The design should be specific to a particular venue, such as but not limited to:
  - a. Hospitality venues (i.e., restaurants, hotels, event spaces)
  - b. Offices
  - c. Spas or fitness centers
  - d. Retail space(TN CCSS Reading 1, 3, 4; FACS 11) ~~Research requirements, space need and design features necessary for each commercial space. Illustrate the placement of furnishings and arrangement of interior spaces. Write a short narrative to accompany the drawings highlighting the design principles incorporated.~~
- 9) Research field verifications in the context of client project analysis and produce a synthesis of how interior designers incorporate field verification data to best meet the client needs. Prepare a written plan or proposal for conducting field verification analysis for the commercial venue selected in standard 7, including a proposed timeline with key deliverables to present to a mock client. (TN CCSS Reading 4; TN CCSS Writing 2, 4, 9; FACS 11)

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- 10) Conduct an original comprehensive field verification analysis to determine materials, layout, space distribution, and interior walls arrangement needed for the commercial venue project in standard 7. (TN CCSS Reading 3; FACS 11)

## Policies and Regulations

- 11) Research relevant legislation, regulations, zoning laws, and building codes regulating environmental, health, and safety requirements for specific commercial facilities. Create a series of informative or explanatory texts that clearly and accurately convey the minimum compliance requirements related to regulations such as the Americans with Disabilities Act (ADA), or and benchmarks needed to achieve an energy-efficient building designation. (TN CCSS Reading 1, 4, 10; TN CCSS Writing 2, 4, 9; FACS 11)

~~11)12) Research how Universal/Barrier Free design principles impact commercial design. Identify modifications that are necessary to furnishings, floor plans, materials, and fixtures to accommodate the needs of people of all ages and physical abilities in compliance with the Americans with Disabilities Act (ADA). Analyze photos of commercial spaces to determine the universal/barrier free design principles that were used and write narrative about their usefulness for the elderly, children, or people with physical limitations. (TN CCSS Reading 9; TN CCSS Writing 2, 9)~~

- ~~12) Interpret manufacturing specifications for materials as they are used in such areas as upholstery and carpeting. Define the technical terms used, and analyze how commercial furnishing products meet safety requirements from both a health and an environmental perspective, including but not limited to:~~

- ~~a. Lights~~
- ~~b. Paints~~
- ~~c. Flooring~~
- ~~d. Cabinets and counters~~
- ~~e. Furniture~~
- ~~f. Windows~~

~~(TN CCSS Reading 4, 8; FACS 11)~~

~~13) Research how Universal/Barrier Free design principles impact commercial design. Identify modifications that are necessary to furnishings, floor plans, materials and fixtures to accommodate the needs of people of all ages and physical abilities. Analyze photos of commercial spaces to determine the universal/barrier free design principles that were used and write narrative about their usefulness for the elderly, children or people with physical limitations.~~

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## Textiles

- 13) Research and create a chart of natural and manmade fibers, and the textiles made from them, as they are used in residential commercial applications such as draperies, carpets, and upholstery. Describe in the chart the principle characteristics, best applications for the



fibers/textiles, care guidelines, and any associated environmental or safety concerns. Expand the chart to prepare a more detailed guide including samples to be used in presentations to clients. (TN CCSS Reading 1, 4, 7; TN CCSS Writing 2, 4, 7; FACS 11)

- 14) Research *ASTM D4850-13* for standard terminology relating to fabrics and fabric test methods. Limit the search to textiles used in interior furnishings. Create a chart summarizing the broad classifications of tests performed on textiles, the standards organizations that have developed methods for testing each characteristic, and any additional information that describes the test method, application, reliability, and interpretation of the results. (TN CCSS Reading 1, 2, 4, 10; TN CCSS Writing 2, 4, 9; FACS 11)

~~14) — Research ASTM D4850-13 standard terminology relating to fabrics and fabric test methods. Create a chart summarizing tests that evaluate fiber qualities like abrasion resistance, shrinkage, fiber strength, pilling, colorfastness, flammability and resistance to fading and mold and mildew resistance.~~

- 15) Differentiate between the Wyzenbeek and Martindale Abrasion Tests. Evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence supporting the abrasion rating. Develop guidelines for choosing fabrics for specific residential or commercial applications that indicates the number of double rubs (Wyzenbeek) or cycles (Martindale) a fabric should withstand. (TN CCSS Reading 4; TN CCSS Writing 2, 4, 9; FACS 11)

- 16) In small groups, follow the scientific method to develop protocol to test for some characteristic of fabric, upholstery, or carpet materials, such as fade resistance, durability, or shrink resistance. Follow the protocol and laboratory test fabric samples. ~~Prepare a written report detailing how the tests were conducted on the fabric samples and the results obtained in the testing process. When possible compare class results to manufacturers' results.\*~~ (TN CCSS Writing 2, 4, 7; TN Scientific Research Standards 1, 2, 3, 4, 5; FACS 11) ~~Utilize a graphic organizer to illustrate the results of the fabric tests and an explanation of how the test results would affect how the fabrics were used in a commercial application.~~

### Project Management

- ~~13)17)~~ Create an outline that illustrates the basic components of project budgets commonly used in commercial interior design proposals (e.g., itemized budgets, non-itemized budgets, fixed budgets, and flexible budgets). Implement outline components to generate a comprehensive budget including walls and floors, lighting, focal furniture pieces, and labor costs for a commercial office space. (TN CCSS Reading 3; TN CCSS Writing 4; FACS 11)

- ~~14)18)~~ Examine how commercial designers conduct project management processes including but not limited to adhering to local building codes, obtaining building permits, and coordinating with construction professionals and clients. Compare and contrast components of project management models gathered from case studies of major or local commercial designers. Generate a project management template that addresses the objectives required for designing a commercial office space. (TN CCSS Reading 7, 9; TN CCSS Writing 4, 8; FACS 11)

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## Presentation Boards

~~15~~19) Compile a list of materials required for a presentation board featuring a commercial setting. Incorporate a wide range of material samples ~~including traditional, functional, and practical samples~~. Evaluate these elements visually and tactually to determine the most effective combination that will meet the needs of the client. (TN CCSS Reading 4; FACS 11)

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~~16~~20) Analyze the material samples to select those suitable for a specific type of commercial design setting. Create the presentation board in a collage of color samples, fabric, and flooring, mounted with the color elevation rendering that orderly and logically presents a particular theme in color or style of design (FACS 11).

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~~17~~21) Produce a clear and coherent verbal defense of the presentation board as well as a written narrative that explains the principles of design, justifies the choice of samples, and includes a complete cost analysis of the project. Capture the presentation on video or other media along with photographs to include in the design portfolio with the written paper. (TN CCSS Writing ~~12~~4; FACS 11)

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## Interior Design Portfolio

~~18~~22) Update materials, photographs, and sketches from course work to add to the portfolio begun in the foundations course. Include descriptions of the creative thought process behind each project included. (TN CCSS Writing 2, 4; FACS 11)

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## Standards Alignment Notes

\*References to other standards include:

- TN CCSS Reading: [Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Reading Standards for Literacy in Science and Technical Subjects 6-12; Grades 11-12 Students (page 62).
  - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards ~~2~~5, ~~6~~6, and ~~10~~6 at the conclusion of the course.
- TN CCSS Writing: [Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12; Grades 11-12 Students (pages 64-66).
  - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards ~~1~~3, ~~3~~3, and 5 at the conclusion of the course.
- TN Scientific Research Standards 1, 2, 3, 4, and 5 may provide additional insight and activities for educators.
- FACS: National Standards for Family and Consumer Sciences Education, Second Edition: National Association of State Administrators of Family and Consumer Sciences, [FACS](#).
- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)



- Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.





## Foundations of Interior Design

|  |   |
|--|---|
| <b>Primary Career Cluster:</b>                       | Architecture & Construction   |
| <b>Consultant:</b>                                   | <del>Casey Haugner Wrenn</del> , Rachel Allen, (615) 532-2835-4879,<br><del>Rachel.Allen@tn.gov</del> , <del>Casey.Haugner@tn.gov</del>   |
| <b>Course Code(s):</b>                               | 6014  |
| <b>Prerequisite(s):</b>                              | None  |
| <b>Credit:</b>                                       | 1   |
| <b>Grade Level:</b>                                  | 9   |
| <b>Graduation Requirements:</b>                      | This course satisfies one <del>credit</del> of three credits required for an elective focus when taken in conjunction with other Architecture & Construction courses.   |
| <b>Programs of Study and Sequence:</b>               | This is the first course in the <i>Interior Design</i> program of study.  |
| <b>Necessary Equipment:</b>                          | Refer to the Teacher Resources page.  |
| <b>Aligned Student Organization(s):</b>              | Family, Career and Community Leaders of America (FCCLA):<br><a href="http://www.tennesseefccla.org/">http://www.tennesseefccla.org/</a><br>Brandon Hudson, (615) 532-2804, <a href="mailto:Brandon.Hudson@tn.gov">Brandon.Hudson@tn.gov</a> |
| <b>Coordinating Work-Based Learning:</b>             | If a teacher has completed work-based learning training, appropriate student placement can be offered. To learn more, please visit <a href="http://www.tn.gov/education/cte/wb/">http://www.tn.gov/education/cte/wb/</a> .                  |
| <b>Available Student Industry Certifications:</b>    | None  |
| <b>Dual Credit or Dual Enrollment Opportunities:</b> | There are no known dual credit/dual enrollment opportunities for this course. If interested in developing, reach out to a local postsecondary institution to establish an articulation agreement.   |
| <b>Teacher Endorsement(s):</b>                       | 050, 051, 450   |
| <b>Required Teacher Certifications/Training:</b>     | None  |
| <b>Teacher Resources:</b>                            | <a href="http://www.tn.gov/education/cte/ArchitectureConstruction.shtml">http://www.tn.gov/education/cte/ArchitectureConstruction.shtml</a>   |

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### Course Description

*Foundations of Interior Design* is the first course in the *Interior Design* [program of study](#) <sup>POS</sup> intended to prepare students for careers in residential and commercial interior design. Upon completion of this course, students will be able to analyze and demonstrate the elements and the principles of design, and apply these concepts using sketching techniques in the creation of perspective floor plans. Standards in

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this course include career exploration of various options within the interior design industry as well as an overview of the history of interior design architecture and design. Projects will involve individual and team assignments. Standards in this course are aligned with Tennessee Common Core State Standards for English Language Arts & Literacy in Technical Subjects and National Standards for Family and Consumer Sciences Education, Second Edition.\*

## Program of Study Application

This is the foundational course in the *Interior Design* program of study. For more information on the benefits and requirements of implementing this program in full, please visit the Architecture & Construction website at <http://www.tn.gov/education/cte/ArchitectureConstruction.shtml>.

## Course Standards

### Safety

- 1) Demonstrate the ability to comply with personal and environmental safety practices associated with interior design applications, such as the use of adhesives, hand tools, machines, and appropriate handling and storage methods in accordance with local, state, and federal safety and environmental regulations.
  - a. Inspect, maintain, and employ safe operating procedures with tools and equipment.
  - b. Adhere to responsibilities, regulations, and Occupational Safety & Health Administration (OSHA) policies regarding reporting of accidents and observed hazards, and regarding emergency response procedures.
  - c. Maintain a portfolio record of written safety examinations and equipment examination for which the student has passed an operational checkout by the instructor.(TN CCSS Reading 3, 4; TN CCSS Writing 4; FACS 11)

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### History of Architecture and Interior Design

- 2) Synthesize research from textbooks, interior design magazines, and professional journals to create an annotated timeline or visual graphic illustrating significant time periods in the development of architecture from the beginning of civilization to the present. (TN CCSS Reading 3, 7; TN CCSS Writing 2, 9; FACS 11)
- 3) Research and summarize in a clear and coherent informational artifact (e.g., a brochure, poster, fact sheet, narrative, or presentation) the influences of major interior designers or architects and their contributions to the design industry. Include the designers' names, major contributions, and examples of their works. (TN CCSS Reading 2, 9; TN CCSS Writing 2, 4, 7, 9; FACS 11)
- 4) Identify and compare distinguishing features of furniture styles from the medieval period to the present.- Classify historic period in a graphic format based on the construction features, design elements, materials and functions. (TN CCSS Reading 2, 4, 7)

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### Trends in Design

3)5) Research trends in interior design using trade journals, design magazines and internet sources. Create an annotated display that visually illustrates current trends in flooring, window treatments, appliances, kitchen and bathroom design, colors and lighting. (TN CCSS Reading 1, 5, 9; TN CCSS Writing 7, 8, 9)

6) Research the principles of green design and responsible design and sustainable design. Evaluate the cost, benefits and challenges posed by using green design. Create a chart comparing traditional products to environmentally responsible products. (TN CCSS Reading 7, 8, 9; TN CCSS Writing 7, 9; FACS 11)

### **Career Investigation**

4)7) Identify and analyze career pathways within the Interior Design program of study. Cite supporting evidence from textbooks, interior design magazines, and professional journals to summarize the essential knowledge and skills required for these careers. Complete one or more career aptitude surveys and, analyze the results and compose an essay, digital presentation or display describing the relationships between personal career aptitudes and careers in interior design. Careers may include, but are not limited to, the following:

- a. Interior Designers
- b. Textiles Designers
- c. Industrial Designers

(TN CCSS Reading 1, 2, 3, 7, 9; TN CCSS Writing 2, 4, 8, 9; FACS 1, 11)

5)8) Compile and analyze real-time and projected labor market data from public sources such as the U.S. Bureau of Labor Statistics to investigate local and regional occupational opportunities and trends in the interior design industry. Synthesize collected data to develop a graphic illustration comparing occupations by education requirements, job availability, salaries, and benefits. (TN CCSS Reading 2, 7, 9; TN CCSS Writing 4, 8, 9; FACS 1, 11)

### **Principles and Elements of Design**

7)9) Analyze the elements of design in the context of interior design by evaluating their purpose effect and application in interiors, furnishings, and accessories.

Elements:

- a. Line
- b. Shape/Form
- c. Space /Size/Stability
- d. Value
- e. Color
- f. Texture

(TN CCSS Reading 3; FACS 11)

6)10) Illustrate the principles of design by creating an informational artifact that represents the selection and arrangements of interiors, furnishings, and accessories using those principles.  
Principles:

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- a. Unity
- b. Harmony
- c. Balance
- d. Rhythm/Repetition
- e. Contrast/ Variety
- f. Dominance/Emphasis
- g. Gradation

(TN CCSS Reading 3; FACS 11)

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8)11) Drawing on the application of color theory in interior design, analyze the color wheel to identify techniques that achieve desired hues, values, ~~and~~ intensities and color schemes. Demonstrate the ability to coordinate colors to create unity in furnishings, backgrounds, and accessory samples in various color schemes. (TN CCSS Reading 3; FACS 11)

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9)12) Research the psychological characteristics of colors, comparing and contrasting the differences in warm and cool color palettes. Illustrate and describe in a written narrative how color is measured in hue, value, and intensity, and how these properties combine to produce specific psychological characteristics. ~~giving~~ Produce examples that demonstrate how and why of what color hues may be used in certain areas of a floor plan. (TN CCSS Writing 2, 4; FACS 11)

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### Traffic Patterns & Floor Plans

10)13) Examine the guidelines for space planning and traffic patterns in residential structures. Create a list of typical rooms in a residence, describing the desired characteristics and space requirements for each. (TN CCSS Writing 4, 8; FACS 11)

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11)14) Assemble a design of a room using hand sketch techniques to create a floor plan, including outlining space planning guidelines and traffic patterns. Write a narrative describing the room's design concept, highlighting where the principles and elements of design and color theory space planning guidelines and traffic patterns have been applied. (TN CCSS Writing 2, 4; FACS 11)

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12)15) Analyze examples of dimensional floor plans and architectural blueprint symbols and explain how interior designers use them throughout the design process. Demonstrate the ability to consult and interpret blueprints in order to aid in the drafting of hand sketches of floor plans. Compile the sketches completed in the course with other artifacts for inclusion in a design portfolio to be updated throughout the program of study. (TN CCSS Reading 3, 4, 7; FACS 11)

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### Interior Design Portfolio

8)16) Gather Search for examples of professional portfolios from contemporary interior designers, retrieved from designers' webpages, CVs, or postsecondary design schools. List the items that are often included in an interior design portfolio. Write a short paper describing the benefits of keeping a professional portfolio. (TN CCSS Reading 1, 4; TN CCSS Writing 2, 4; FACS 11)



## Standards Alignment Notes

\*References to other standards include:

- TN CCSS Reading: [Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Reading Standards for Literacy in Science and Technical Subjects 6-12; Grades 9-10 Students (page 62).
  - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 5, 6, 8, and 10 at the conclusion of the course.
- TN CCSS Writing: [Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12; Grades 9-10 Students (pages 64-66).
  - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 1, 3, 5, 6, and 10 at the conclusion of the course.
- FACS: National Standards for Family and Consumer Sciences Education, Second Edition: National Association of State Administrators of Family and Consumer Sciences, [FACS](#).
- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
  - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.





TENNESSEE DEPARTMENT OF  
**EDUCATION**  
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## Residential Interior Design

|  |   |
|--|---|
| <b>Primary Career Cluster:</b>                       | Architecture & Construction   |
| <b>Consultant:</b>                                   | <a href="mailto:Rachel.Allen@tn.gov">Rachel Allen, (615) 532-2835, Rachel.Allen@tn.gov</a> <a href="mailto:Casey.Haugner@tn.gov">Casey Haugner Wrenn, (615) 532-4879, Casey.Haugner@tn.gov</a>  |
| <b>Course Code(s):</b>                               | 6006  |
| <b>Prerequisite(s):</b>                              | <i>Foundations of Interior Design (6014)</i>  |
| <b>Credit:</b>                                       | 1   |
| <b>Grade Level:</b>                                  | 10  |
| <b>Graduation Requirements:</b>                      | This course satisfies one <b>credit</b> of three credits required for an elective focus when taken in conjunction with other Architecture & Construction courses.   |
| <b>Programs of Study and Sequence:</b>               | This is the second course in the <i>Interior Design</i> program of study.   |
| <b>Necessary Equipment:</b>                          | Refer to the Teacher Resources page.  |
| <b>Aligned Student Organization(s):</b>              | Family, Career and Community Leaders of America (FCCLA):<br><a href="http://www.tennesseefccla.org/">http://www.tennesseefccla.org/</a><br>Brandon Hudson, (615) 532-2804, <a href="mailto:Brandon.Hudson@tn.gov">Brandon.Hudson@tn.gov</a> |
| <b>Coordinating Work-Based Learning:</b>             | If a teacher has completed work-based learning training, appropriate student placement can be offered. To learn more, please visit <a href="http://www.tn.gov/education/cte/wb/">http://www.tn.gov/education/cte/wb/</a> .                  |
| <b>Available Student Industry Certifications:</b>    | None  |
| <b>Dual Credit or Dual Enrollment Opportunities:</b> | There are no known dual credit/dual enrollment opportunities for this course. If interested in developing, reach out to a local postsecondary institution to establish an articulation agreement.   |
| <b>Teacher Endorsement(s):</b>                       | 050, 051, 450   |
| <b>Required Teacher Certifications/Training:</b>     | None  |
| <b>Teacher Resources:</b>                            | <a href="http://www.tn.gov/education/cte/ArchitectureConstruction.shtml">http://www.tn.gov/education/cte/ArchitectureConstruction.shtml</a>   |

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### Course Description

*Residential Interior Design* is the second course in the *Interior Design* **POS-program of study** intended to prepare students for careers in residential and commercial interior design. Upon completion of this course, students will be able to use manual drafting tools and computer-aided drafting software to create original floor plans, perspective drawings, and color renderings. In addition, students will engage

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in the development of board presentation techniques for residential spaces using textiles samples and three-dimensional sketches. Standards in this course are aligned with Tennessee Common Core State Standards for English Language Arts & Literacy in Technical Subjects and National Standards for Family and Consumer Sciences Education, Second Edition.\*

## Program of Study Application

This is the second course in the *Interior Design* program of study. For more information on the benefits and requirements of implementing this program in full, please visit the Architecture & Construction website at <http://www.tn.gov/education/cte/ArchitectureConstruction.shtml>.

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## Course Standards

### Safety

- 1) Demonstrate the ability to comply with personal and environmental safety practices associated with interior design applications, such as the use of adhesives, hand tools, machines, and appropriate handling and storage methods in accordance with local, state, and federal safety and environmental regulations.
  - a. Inspect, maintain, and employ safe operating procedures with tools and equipment.
  - b. Adhere to responsibilities, regulations, and Occupational Safety & Health Administration (OSHA) policies regarding reporting of accidents and observed hazards, and regarding emergency response procedures.
  - c. Maintain a portfolio record of written safety examinations and equipment examination for which the student has passed an operational checkout by the instructor.(TN CCSS Reading 3, 4; TN CCSS Writing 4; FACS 11)

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### Design Software

- 2) Consult software manuals and user guides to become familiar with the use of various design software and computer-aided drafting (CAD) programs. Demonstrate basic operations such as:
  - a. Open a new file or existing file; save a file.
  - b. Navigate the various menu bars.
  - c. Use basic commands to create a two-dimensional computer generated floor plans.
  - d. Use basic commands to create a three-dimensional computer generated renderings.(TN CCSS Reading 1, 3, 4; FACS 11)

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### Residential Floor Plans

- 3) Demonstrate proficiency in basic concepts of scale drawings by ~~making~~ creating simple two-dimensional drawings with the use of manual drafting tools and computer-aided drafting software. Create a floor plan for a selected room, indicating furniture, built-ins, and architectural features measured and drawn to scale.
  - a. Develop two-dimensional drawings by using proper sketching techniques and measurement systems (i.e., including fractions, decimals, United States customary units, and metric units).
  - b. Create and assemble a three-dimensional model for a residential living space, demonstrating effective use space planning.



- c. Produce a clear and coherent written analysis of the model in terms of the room’s design and space concept. Assess how the purpose of the space shapes the content and functionality of the room design.

(TN CCSS Writing 4; FACS 11)

- 4) Demonstrate quick-sketching techniques to design rooms, and then create the computer-aided drawings using design presentation software such as Photoshop, SketchUp, Revit, or AutoCAD. (TN CCSS Reading 1, 3, 4; FAC 11)
- 5) Using an instructor-approved software program, draw basic three-dimensional scale drawings to create renderings of a range of residential rooms (living room, adult and child bedrooms, kitchen and utility, bath, home office, etc.) that illustrate the principles of interior design. Write a short narrative to accompany each drawing to highlight the design principles illustrated in each. (TN CCSS Reading 1, 3, 4; TN CCSS Writing 4; FACS 11)

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### Interior Environment

- 6) Gather relevant information from textbooks and interior design magazines on the various background components of the interior environment, assessing the credibility and accuracy of the sources in illustrating the principles of interior design. Evaluate the qualities of various options of background elements to determine the most appropriate choices in various applications. Use research from trade journals, textbooks and design magazines to justify the suitability of various options. Integrate the information retrieved to guide the development of a three-dimensional drawing or model, then customizing the following: create a presentation for a prospective client outlining of the appropriateness of selected components, including but not limited to the following: the appropriateness of background options for applications in a home.
  - a. Types of flooring
  - b. Lighting
  - c. Wall and surface finishes
  - d. Accessories

(TN CCSS Reading 1, 7, 8)

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7) Research the five different ventilating window styles listed below and write an analysis of each in relation to light, size, purpose, and energy efficiency. Create a brochure, PowerPoint presentation, or other informative document summarizing the findings.

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- a. Double or single hung windows
- b. Sliding windows
- c. Casement or rollout windows
- d. Awning or hopper windows
- e. Louvered windows

(TN CCSS Reading 1, 4, 8; TN CCSS Writing 2, 4, 7)

- 7) Research architectural structural elements to describe, identify the options, features, and possible design -applications of the following:
  - a. Windows
  - b. Doors
  - c. Cabinetry

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d. Fixtures/Trimwork

Bathroom fixtures

e. Other relevant features/Kitchen fixtures

Create a brochure, digital presentation, or display showcasing the findings.

- 8) Compare and contrast ~~Identify~~ different types of window treatments, such as curtains or drapes, blinds, shades, cornices, swags, and valances, and determine the appropriate window treatment based on window type and customer requirements. Write an analysis of how the choice for a given window treatment impacts privacy, light control, and energy efficiency against practical considerations such as feasibility of installment, cost, and weather conditions specific to particular climate. (TN CCSS Reading 1, 7; TN CCSS Writing 2, 4, 9)

~~9) Interpret manufacturing specifications for materials as they are used in home furnishings and define any unfamiliar technical terms. Assess how well the materials meet the requirements for health, safety, durability, and environmental impact for home furnishing products. Evaluate the validity of any arguments and specific claims made by manufacturers based on relevance and sufficiency of the evidence. (TN CCSS Reading 4)~~

~~9) Interpret manufacturing specifications when eEstablishing guidelines for selecting furniture, taking into account needs, styles, budget, durability, safety, and environmental impact and life stage. Evaluate claims made by manufacturers and customer reviews in order to analyze furniture selections in terms of their suitability for clients in design scenarios. Identify distinguishing features of furniture styles and characteristics of quality furniture. Write an analysis of specific pieces of furniture in terms of their suitability for clients in design scenarios.~~

**Project Management**

- 10) Create an outline that illustrates the basic components of project budgets commonly used in interior design proposals (e.g., itemized budgets, non-itemized budgets, fixed budgets, and flexible budgets). Implement outline components to generate a comprehensive budget including walls and floors, lighting, focal furniture pieces, and labor costs for a residential living space. (TN CCSS Reading 3; TN CCSS Writing 4)

- 11) Examine how businesses in the interior design industry conduct project management processes in residential settings. Compare and contrast components of project management models gathered from case studies of major or local designers. Generate a project management template that addresses the objectives required for designing a residential living space. (TN CCSS Reading 7, 9; TN CCSS Writing 4, 8)

**Textiles**

- 12) Research and create a chart of natural and manmade fibers, and the textiles made from them, as they are used in residential applications such as draperies, carpets, and upholstery. Describe in the chart the principle characteristics, best applications for the fibers/textiles, care guidelines, and any associated environmental or safety concerns. Expand the chart to prepare a more detailed guide including samples to be used in presentations to clients. (TN CCSS Reading 1, 4, 7; TN CCSS Writing 2, 4, 7)

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- 13) Research the Textile Fiber Products Identification Act that defines and regulates the labeling of textile products, [Flammable Fabrics Act](#), [Care Labeling Rule](#) and the Wool Products Labeling Act that specifies regulations about the labeling of products containing wool. Evaluate the necessity of such laws and ~~debate cost of product versus customer safety~~. Summarize the key points of each of the acts in a chart, table, or short narrative. (TN CCSS Reading 1; TN CCSS Writing 2, 4)

### Presentation Boards

- ~~14)~~ 14) Research how interior design companies create presentation boards. Citing examples, identify characteristics of effective presentation boards. Drawing on the research, cCompile a list of materials required for a presentation board showcasing one room in a residential setting.

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- ~~14)15)~~ 15) Assemble a presentation board that incorporates a collage of color samples, fabric, and flooring, mounted with the color elevation rendering that orderly and logically presents a particular theme in color or style of design. Incorporate a wide range of material samples, including traditional, functional, and practical samples. Evaluate these elements visually and tactually to determine the most effective combination that will meet the needs of the client. (TN CCSS Reading 4; [FACS 11](#))

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- ~~15)~~ 15) Analyze the material samples to select those suitable for a specific type of residential design setting. Create the presentation board in a collage of color samples, fabric, and flooring, mounted with the color elevation rendering that orderly and logically presents a particular theme in color or style of design.

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- 16) Produce a clear and coherent verbal defense of the presentation board as well as a written narrative that explains the principles of design, justifies the choice of samples, and includes a complete cost analysis of the project. Capture the presentation on video or other media along with photographs to include in the design portfolio with the written paper. (TN CCSS Writing 2, 4)

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### Interior Design Portfolio

- 17) Update materials, photographs, and sketches from coursework to add to the portfolio begun in the foundations course. Include descriptions of the creative thought process behind each project included. (TN CCSS Writing 2, 4)

### Standards Alignment Notes

\*References to other standards include:

- TN CCSS Reading: [Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Reading Standards for Literacy in Science and Technical Subjects 6-12; Grades 9-10 Students (page 62).



- Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 2, 5, 6, and 10 at the conclusion of the course.
- TN CCSS Writing: [Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12; Grades 9-10 Students (pages 64-66).
  - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 3, 5, 6 and 10 at the conclusion of the course.
- FACS: National Standards for Family and Consumer Sciences Education, Second Edition: National Association of State Administrators of Family and Consumer Sciences, [FACS](#).
- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
  - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.

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