

# Designing Homes Unit 1: Housing: Society, Careers and Decisions

<p>ESTABLISHED GOALS:</p> <p><u>Competencies:</u></p> <ul style="list-style-type: none"> <li>Students will demonstrate the ability to apply knowledge, skills and practices connected to careers in housing and interior design in order to provide appropriate design consultation.</li> <li>Students will demonstrate the ability to analyze and apply architectural and design knowledge, skills and concepts in order to meet intended goals.</li> <li>Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials.</li> <li>Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences.</li> <li>Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.</li> </ul> <p><u>Content Standards:</u></p> <p>NASAFACS - National Association of State Administrators for Family and Consumer Sciences</p> <ul style="list-style-type: none"> <li><a href="#">NASAFACS 11.1</a> - Analyze career paths within the housing, interior design, and furnishings industries.</li> <li><a href="#">NASAFACS 11.2</a> - Evaluate housing and design concepts and theories, including green design, in relation to available resources and options.</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to make informed decisions about housing.</i></p>	
	<b>Meaning</b>	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>buying and renting a home is serious process in which finances, location, and lifestyle should all be taken into account.</li> <li>the look of society for each generation greatly impacts housing needs and the current market for housing.</li> </ul>	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> <li>What will the housing needs for society look like in 50 years?</li> </ul>
<b>Acquisition</b>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>that society and technology affect housing.</li> <li>the universal need for housing.</li> <li>that there are a variety of careers in housing and interiors such as real estate agents, relocation specialists, interior designers, stagers, architects, etc.</li> </ul> <p><u>vocabulary:</u> adjustable rate mortgage, material resources, garden apartment, efficiency apartment, utilities, townhouse, high-rise apartment, low-rise, apartment, duplex, triplex, equity, landlord, tenant, interest, security deposit, renter’s insurance, earnest money, down payment, closing costs, mortgage, principle, gross income, fixed expenses, flexible expenses, subsidized housing, sublet, floor plan, lease, breach of contract, evict, credit history, graduated payment mortgage, points, homeowners insurance, conventional mortgage</p>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>making educated decisions about buying and renting a home.</li> <li>making a budget based on their income.</li> <li>explaining the roles and functions of individuals engaged in housing and interior design careers.</li> <li>analyzing career paths and opportunities for employment and entrepreneurial endeavors.</li> <li>summarizing education, training, and credentialing requirements and opportunities for career paths in housing and interior design.</li> <li>evaluating the use of elements and principles of design in housing and commercial and residential interiors.</li> <li>analyzing the psychological impact that the principles and elements of design have on the individual.</li> <li>analyzing the effects that the principles and elements of design have on aesthetics and function.</li> </ul>	

<b>Content Area Literacy Standards</b>	<b>21<sup>st</sup> Century Skills</b>
WHST.11-12.1 Write arguments focused on <i>discipline-specific content</i> . WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research. RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources	<ul style="list-style-type: none"> <li>● <i>Make Judgments and Decisions</i></li> <li>● <i>Reason Effectively</i></li> <li>● <i>Access and Evaluate Information</i></li> </ul>

<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

<i>Summary of Key Learning Events and Instruction</i>		
<b>Science Integration</b>	<b>College, Career, and Civic Life Integration</b>	<b>Technology Integration</b>
<b>District Materials</b>	<b>Distance Learning/Field Trips</b>	<b>Technology Resources</b>