

# Designing Homes Unit 2: Design

ESTABLISHED GOALS:	<b>Transfer</b>	
<u>Competencies:</u>	<i>Students will be able to independently use their learning to design a space to meet the intended goal.</i>	
<ul style="list-style-type: none"> <li>● <i>Students will demonstrate the ability to analyze and apply architectural and design knowledge, skills and concepts in order to meet intended goals.</i></li> <li>● <i>Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials.</i></li> <li>● <i>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.</i></li> <li>● <i>Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.</i></li> </ul>	<b>Meaning</b>	<b>ESSENTIAL QUESTIONS</b>
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● the type of design you choose greatly affects the space you have.</li> <li>● there are a variety of ways to give the same space a certain look or feel</li> </ul>	<ul style="list-style-type: none"> <li>● Is Universal Design really possible?</li> </ul>
	<b>Acquisition</b>	
<u>Content Standards:</u>	<i>Students will know...</i>	<i>Students will be skilled at...</i>
<p>NASAFACS - National Association of State Administrators for Family and Consumer Sciences</p>	<ul style="list-style-type: none"> <li>● the elements of design.</li> <li>● of the early home styles and architecture.</li> <li>● of construction basics, interior construction, and remodeling and renovating concepts.</li> </ul> <p><u>vocabulary:</u> space, texture, line, color, form, pigments, tone, hue</p>	<ul style="list-style-type: none"> <li>● considering the elements, role of color and principles of design.</li> <li>● developing a design plan.</li> <li>● designing interior environments.</li> <li>● arranging furniture placement with reference to principles of design, traffic flow, activity, and existing architectural features.</li> <li>● demonstrating graphic communication skills (CAD, PowerPoint, sketching).</li> <li>● describing features of furnishings that are characteristic of various historical periods.</li> <li>● explaining societal and technological trends on periods of architecture and interior design through the ages.</li> </ul>
<ul style="list-style-type: none"> <li>● <u>NASAFACS 11.3</u> - Apply housing and interior design knowledge, skills and processes to meet specific design needs.</li> <li>● <u>NASAFACS 11.4</u> - Demonstrate design, construction document reading, and space planning skills required for the housing, interior design and furnishings industries.</li> <li>● <u>NASAFACS 11.5</u> - Analyze design and development of architecture, interiors, and furnishings through the ages.</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.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.	<ul style="list-style-type: none"> <li>● <i>Apply Technology Effectively</i></li> <li>● <i>Make Judgments and Decisions</i></li> <li>● <i>Think Creatively</i></li> </ul>

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

<b>Summary of Key Learning Events and Instruction</b>		
<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>