

Wilson Area School District Planned Course Guide

Title of planned course: Design

Subject Area: Family and Consumer Science

Grade Level: 10 - 12

Course Description: In this course, students will be introduced to knowledge, skills and elements involved in housing, landscape, interiors, furnishings, as well as textiles from a design perspective. Career paths within this industry will be explored. Evaluation of decisions concerning financial and resource management with a focus on options in the areas of landscape, interior, and fashion design will be studied.

Time/Credit for this Course: Full year / 1 credit

Curriculum Writing Committee: Melanie Markulics

Curriculum Map

August:

Landscape Design (Unit I)

September:

Landscape Design (Unit I)

October:

Landscape Design & Career Connection (Unit II)

November:

Landscape Design & Career Connection (Unit II)

Exterior & Interior Home Design (Unit III)

December:

Exterior & Interior Home Design (Unit III)

January:

Interior Design & Career Connection (Unit IV)

February:

Interior Design & Career Connection (Unit IV)

March:

Fashion Design (Unit V)

April:

Fashion Design (Unit V)

May:

Fashion Design & Career Connection (Unit VI)

June:

Final Projects/Exam

Wilson Area School District Planned Course Materials

Course Title: Design

Textbook:

Housing and Interior Design, 10th Edition
Goodhart-Wilcox, 2012
www.g-w.com

Fashion!, 6th Edition
Goodhart-Wilcox, 2012
www.g-w.com

Supplemental Books:

Residential Housing and Interiors, 4th Edition
Goodhart-Wilcox, 2005
www.g-w.com

Apparel, Design, Textiles & Construction, 10th Edition
Goodhart-Wilcox, 2012
www.g-w.com

Fashion Marketing & Merchandising, 3rd Edition
Goodhart-Wilcox, 2009
www.g-w.com

Teacher Resources:

Landscaping Solutions for Small Spaces
Creative Homeowner, 2011
www.creativehomeowner.com

Landscaping for Your Home
Creative Homeowner, 2011
www.creativehomeowner.com

Curriculum Scope & Sequence

Planned Course: Design

Unit: Landscape Design (Unit I)

Time frame: 4-5 weeks

State Standards: 11.1.12.C; 11.2.12.D, E

Essential content/objectives: At the end of the unit, students will be able to:

- Identify climate zones in association with plant selection
- Evaluate soil content and appropriate proper watering and feeding
- List the main functions and characteristics of grass, ground covers, trees, shrubs, and vines
- Describe the process used to create a landscape design

Core Activities: Students will complete/participate in the following:

- Essential terms activity
- Climate zone worksheet
- Field Assignment #1 – Home Evaluation & Land Description
- Indigenous soil, grasses, trees and shrubbery activity

Extensions:

- Video critique of “Yard Crashers”
- Problem solving scenarios
- Speaker from an area Nursery

Remediation:

- KWL charts per individual topics and terms
- Guided reading/Group sharing assignments
- Review questions/worksheets
- Individual tutoring/Retesting/extra time allotted

Instructional Methods:

- Direction instruction
- Guided reading/practice
- Independent classroom exercises
- Reading for understanding

- Cooperative group learning
- Think/Pair/Share brainstorming
- Smart board/Graphic organizers/Technology assisted instruction
- Internet research/Video analysis
- Reflective writing/journaling
- Small and large group discussion
- Individual experiential field research

Materials & Resources:

- Landscaping for Your Home textbook
- Landscaping for Small Spaces
- Computer
- Laptops
- SMARTboard
- Videos
- PowerPoint programs

Assessments:

- Formative through discussion and questioning
- Written quizzes
- Homework
- Projects

Curriculum Scope & Sequence

Planned Course: Design

Unit: Landscape Design & Careers (Unit II)

Time frame: 6-7 weeks

State Standards: 11.1.12.C; 11.2.12.D, E

Essential content/objectives: At the end of the unit, students will be able to:

- Name and describe manufactured elements in a landscape
- Explain the use of each element within a landscape design
- Evaluate the quality of a landscape according to the elements and principles of design
- Identify and describe the careers within the landscape field

Core Activities: Students will complete/participate in the following:

- Small spaces design activity
- Large spaces design activity
- Field Assignment #2 – Landscape Design Plan
- Container designs/Pond designs/Hardscape design activity
- Field Assignment #3 – Landscape Design Model

Extensions:

- Video critique of “Dig In” and “Decked Out”
- Problem solving scenarios
- Visit area nursery websites
- Search job listings to compare to career opportunities

Remediation:

- KWL charts per individual topics and terms
- Guided reading/Group sharing assignments
- Review questions/worksheets
- Individual tutoring/Retesting/extra time allotted

Instructional Methods:

- Direction instruction
- Guided reading/practice

- Independent classroom exercises
- Reading for understanding
- Cooperative group learning
- Think/Pair/Share brainstorming
- Smart board/Graphic organizers/Technology assisted instruction
- Internet research/Video analysis
- Reflective writing/journaling
- Small and large group discussion
- Individual experiential field research

Materials & Resources:

- Landscaping for Your Home textbook
- Landscaping for Small Spaces
- Computer
- Laptops
- SMARTboard
- Videos
- PowerPoint programs

Assessments:

- Formative through discussion and questioning
- Written quizzes
- Homework
- Projects

Curriculum Scope & Sequence

Planned Course: Design

Unit: Exterior and Interior Home Design (Unit III)

Time frame: 5-6 weeks

State Standards: 11.1.12.C; 11.2.12.D, E

Essential content/objectives: At the end of the unit, students will be able to:

- Distinguish between public space and private space regarding a dwelling
- Summarize how to properly maintain the landscape
- Analyze design and housing trends, including green and sustainable buildings and technology in housing
- Assess feasible and innovative housing solutions for the future
- Evaluate and describe different types of available housing
- Examine universal design and the principles
- Summarize the development of exterior architectural styles throughout history, including Traditional, Modern, and Contemporary house styles
- Interpret architectural drawings

Core Activities: Students will complete/participate in the following:

- Private space v. Public space activity
- Evolution of Exterior spaces activity
- Housing styles worksheet
- Field Assignment #4 – Original Exterior Design
- Understanding housing plans worksheet
- Room to scale worksheet/Kitchen layout examples worksheet
- Field Assignment #5 – Kitchen Floor Plan/Rendering/Isometric View

Extensions:

- Video critique of “Property Brothers” and “The Outdoor Room”
- Problem solving scenarios
- Visit architectural websites
- Guest speaker on architecture

Remediation:

- KWL charts per individual topics and terms
- Guided reading/Group sharing assignments
- Review questions/worksheets
- Individual tutoring/Retesting/extra time allotted

Instructional Methods:

- Direction instruction
- Guided reading/practice
- Independent classroom exercises
- Reading for understanding
- Cooperative group learning
- Think/Pair/Share brainstorming
- Smart board/Graphic organizers/Technology assisted instruction
- Internet research/Video analysis
- Reflective writing/journaling
- Small and large group discussion
- Individual experiential field research

Materials & Resources:

- Residential Housing and Interiors textbook
- Landscaping for Your Home textbook
- Computer
- Laptops
- SMARTboard
- Videos
- PowerPoint programs

Assessments:

- Formative through discussion and questioning
- Written quizzes
- Homework
- Projects

Curriculum Scope & Sequence

Planned Course: Design

Unit: Interior Design & Careers (Unit IV)

Time frame: 4-5 weeks

State Standards: 11.1.12.C; 11.2.12.D, E

Essential content/objectives: At the end of the unit, students will be able to:

- Summarize the characteristics of good design
- Evaluate the use of elements of design in residential v. commercial settings
- Analyze the psychological impact of the aesthetic elements of design on people
- Evaluate the use of color harmonies in planning interior designs
- Summarize the goals of design
- Develop an interior design presentation based upon needs, goals, and resources
- Utilize websites to research career opportunities within the interior design career field

Core Activities: Students will complete/participate in the following:

- Using elements of design activity
- Design form, lines, space and mass worksheets
- Using color effectively activity
- Field Assignment #6 – Advanced Interior Home Design – Concept Board Creation
- Using principles of design for guidelines activity
- Creating interior backgrounds, furniture styles arrangement worksheets
- Planning and presenting interior designs to customers activity
- Online career opportunity search form

Extensions:

- Video critique of “Behind the Build” and “Divine Design”
- Problem solving scenarios
- Visit interior design education and career opportunity websites
- Critical thinking and review of facts recall

Remediation:

- KWL charts per individual topics and terms
- Guided reading/Group sharing assignments
- Review questions/worksheets
- Individual tutoring/Retesting/extra time allotted

Instructional Methods:

- Direction instruction
- Guided reading/practice
- Independent classroom exercises
- Reading for understanding
- Cooperative group learning
- Think/Pair/Share brainstorming
- Smart board/Graphic organizers/Technology assisted instruction
- Internet research/Video analysis
- Reflective writing/journaling
- Small and large group discussion
- Individual experiential field research

Materials & Resources:

- Residential Housing and Interiors textbook
- Landscaping for Your Home textbook
- Computer
- Laptops
- SMARTboard
- Videos
- PowerPoint programs

Assessments:

- Formative through discussion and questioning
- Written quizzes
- Homework
- Projects

Curriculum Scope & Sequence

Planned Course: Design

Unit: Fashion Design (Unit V)

Time frame: 3-4 weeks

State Standards: 11.1.12.A, F; 11.2.12.D, E

Essential content/objectives: At the end of the unit, students will be able to:

- Apply appropriate terminology for identifying, comparing, and analyzing common textile fibers
- Analyze effects of textile characteristics on design, construction, care, use, and maintenance of products
- Explain the ways in which fiber, fabric, texture, pattern and finish can affect visual appearance
- Apply basic and complex color schemes and color theory to develop and enhance visual effects
- Generate design that considers ecological, environmental, sociological, psychological, technical and economic trends

Core Activities: Students will complete/participate in the following:

- Fashion vocabulary activity
- Identifying three main methods of fashion design and style activity
- Fashion descriptions, combinations, and differences worksheet
- Field Assignment #7 – Shoe Design
- Textile use and finished fabric activity
- Quality manufacturing and apparel production worksheet

Extensions:

- Video critique of “What Not to Wear”
- Problem solving scenarios
- Visit fashion websites

Remediation:

- KWL charts per individual topics and terms
- Guided reading/Group sharing assignments
- Review questions/worksheets
- Individual tutoring/Retesting/extra time allotted

Instructional Methods:

- Direction instruction
- Guided reading/practice
- Independent classroom exercises
- Reading for understanding
- Cooperative group learning
- Think/Pair/Share brainstorming
- Smart board/Graphic organizers/Technology assisted instruction
- Internet research/Video analysis
- Reflective writing/journaling
- Small and large group discussion
- Individual experiential field research

Materials & Resources:

- Fashion! Textbook
- Fashion Marketing & Merchandising textbook
- Computer
- Laptops
- SMARTboard
- Videos
- PowerPoint programs

Assessments:

- Formative through discussion and questioning
- Written quizzes
- Homework
- Projects

Curriculum Scope & Sequence

Planned Course: Design

Unit: Fashion Design & Careers (Unit VI)

Time frame: 6 weeks

State Standards: 11.1.12.A, F; 11.2.12.D, E

Essential content/objectives: At the end of the unit, students will be able to:

- Explain how the principles of design can be used to produce harmony in clothing
- Describe apparel outfits that have the best design for various body shapes
- Analyze the importance of appropriate dress for lifestyle, climate, and community standards to project image and communicate personality
- Explore the opportunities in textile design, production, marketing and sales career fields
- Explain the requirements needed for textile related careers

Core Activities: Students will complete/participate in the following:

- Balance, proportion, emphasis, and rhythm activity
- Proportion of the Golden Mean worksheet
- Visualizing the design process and exploring current fashions activity
- Communication with clothing worksheet
- Fashion lifestyle personalities and dressing worksheet
- Wardrobe planning for events
- Field Assignment #8 – Fashion Line Design Presentation Board
- Textile research, design and production jobs worksheet

Extensions:

- Video critique of “What Not to Wear” and “Say Yes to the Dress”
- Planning a fashion show or presentation as a class collaboration
- Visit retail clothing store websites
- Textile industry careers defined

Remediation:

- KWL charts per individual topics and terms
- Guided reading/Group sharing assignments
- Review questions/worksheets
- Individual tutoring/Retesting/extra time allotted

Instructional Methods:

- Direction instruction
- Guided reading/practice
- Independent classroom exercises
- Reading for understanding
- Cooperative group learning
- Think/Pair/Share brainstorming
- Smart board/Graphic organizers/Technology assisted instruction
- Internet research/Video analysis
- Reflective writing/journaling
- Small and large group discussion
- Individual experiential field research

Materials & Resources:

- Fashion! Textbook
- Fashion Marketing & Merchandising textbook
- Computer
- Laptops
- SMARTboard
- Videos
- PowerPoint programs

Assessments:

- Formative through discussion and questioning
- Written quizzes
- Homework
- Projects