

EL DORADO UNION HIGH SCHOOL DISTRICT
Educational Services

Course of Study Information Page

Course Title: Housing and Interior Design (#554)	
Rationale: Students need to explore options of careers in many different areas. A housing and interior design course lets students explore one of those options. It also gives students who are interested in the design and decorating of the interior of houses the opportunity to build a foundation of knowledge.	
Course Description: this course will emphasize housing options and alternatives, the various components involved in interior design such as the elements and principals of design, furniture styles, floor plans and arrangement of furniture. Career options in this field will also be covered.	
How Does This Course Align With or Meet State and District Content Standards? This course meets District standards and is aligned with State and National Family and Consumer Science Standards.	
Length of Course:	One year or 1 term (UMHS)
Grade Level:	11 and 12
Credit: <input checked="" type="checkbox"/> Number of units - 10 <input checked="" type="checkbox"/> Meets graduation requirements <input type="checkbox"/> Request for UC "a-f" requirements <input checked="" type="checkbox"/> College Prep <input checked="" type="checkbox"/> Elective <input checked="" type="checkbox"/> Vocational	
Prerequisites:	Student Interest
Department(s):	Family and Consumer Science
District Sites:	El Dorado, Oak Ridge, Ponderosa and Union Mine High School
Board of Trustees Adoption Date:	February 13, 2001
Textbook(s)/Instructional Materials:	Clois E. Kicklighter and Joan C. Kicklighter, <i>Residential Housing & Interiors</i> , Goodheart-Willcox, 1998
Date Adopted by the Board of Trustees:	May 8, 2001

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Family and Consumer Science Education
National Standards Met in the
Housing and Interior Design Course

11.0 Integrate knowledge, skills, and practices required for careers in housing, interiors, and furnishings.

11.1 Analyze career paths within the housing, interiors, and furnishings industry.

11.2 Evaluate housing decisions in relation to available resources and options.

11.3 Evaluate the use of housing and interior furnishing and products in meeting specific needs.

11.4 Demonstrate computer-aided drafting design, blueprint reading, and space planning skills required for the housing, interiors, and furnishings industry.

11.5 Analyze influences on architectural and furniture design and development.

11.6 Evaluate client's needs, goals, and resources in creating design plans for housing, interiors, and furnishings.

11.7 Demonstrate design ideas through visual presentations.

11.8 Demonstrate general procedures for business profitability and career success.

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UNIT #1: Housing for Personal Satisfaction and Lifestyle

GOAL: Students will understand how your quality of life, life style, and life cycle influence housing decisions.

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
Meeting needs and personal priorities: <ul style="list-style-type: none"> • List and prioritize personal and family needs for housing • Relate human needs for housing to the “Pyramid of Maslow’s Priority of Human Needs” • Explain how personal and family values affect housing satisfaction. 	<ul style="list-style-type: none"> • Construct a list of personal and family needs for housing. Prioritize and explain how values affected items on the list. • Using Maslow’s pyramid, draw or find pictures that show how housing can meet the different kinds of needs.
Life Cycle: <ul style="list-style-type: none"> • Understand the components of the individual and family life cycle. • Relate stages of the life cycle to housing needs. 	<ul style="list-style-type: none"> • List components of the individual and family life cycle. Describe through pictures or words housing needs at each period.
Life Style: <ul style="list-style-type: none"> • Explain how life style (or way of life) affects housing needs. 	<ul style="list-style-type: none"> • Report or display on a poster the housing choices (interior and exterior) and the future lifestyle that the student plans or desires.
Quality of Life: <ul style="list-style-type: none"> • Explain how housing environment affects personal and family quality of life. • Assess how human ecology, socioeconomic status and one’s physical condition affects housing needs. 	<ul style="list-style-type: none"> • Discuss and answer questions from text about how housing environments affect quality of life. • List circumstances that determine the life situations of a family’s living unit. Accurately assess how human ecology, socioeconomic status, and one’s physical condition needs are or may be met.

California Department of Education - Home Economics Careers and Technology
Challenge Standards for Housing and Furnishings
Content Area Standards

They will demonstrate content proficiency by:

1.2 - Identifying and evaluating housing alternatives and the factors that influence housing decisions.

1.5 - Identifying personal and safety housing requirements for individuals, including children, the elderly, and individuals with special needs.

1.6 - Comparing needs for housing at different stages of the life cycle.

1.8 - Evaluating the effects of shared housing on individual rights, responsibilities, privacy, and cooperation.

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UNIT #2: Housing Choices

GOAL: Students will understand the factors and options that influence housing decisions.

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
Decision-Making Skills: <ul style="list-style-type: none"> List and explain the steps of the decision-making process. Use the decision-making process to solve the housing problem. 	<ul style="list-style-type: none"> After learning and/or reviewing the decision-making process, students use the process to solve a housing related case problem.
Location: <ul style="list-style-type: none"> Understand how region, community, neighborhood, and site affect housing location decisions. Recognize how zoning rules and other restrictions affect housing. Evaluate a subdivision for positive and negative location factors. Relate knowledge of effective location and sitting to a specific lot and house floor plan. 	<ul style="list-style-type: none"> After researching how region, community, neighborhood, site, zoning and other restrictions affect housing, use a check sheet to accurately evaluate a subdivision. Complete a case problem of sitting a specific house plan on a lot. Include information of how this sitting correctly fits in the region, community, and neighborhood.
Form: <ul style="list-style-type: none"> Identify types of multi-family and single family houses. List advantages and disadvantages of each type of home. 	<ul style="list-style-type: none"> List types of homes - multi-family (apartments, cooperatives, condominiums) and single type homes (attached and free standing). Define each. List advantages and disadvantages of each. This may given as a quiz.
Acquisition: <ul style="list-style-type: none"> Discuss advantages and disadvantages of renting and buying homes. Define factors to consider when deciding to rent housing. Explain the steps necessary for effectively buying a home. Apply knowledge of acquisition factors to the evaluation of a home or apartment. 	<ul style="list-style-type: none"> Prepare a list of factors to consider when deciding whether to rent or buy housing. Be able to list or discuss advantages and disadvantages of each. Define common real estate home-buying terms such as: real estate agent, agreement of sale, title or deed survey, mortgage, foreclosure, closing cost, refinancing. List the main steps a consumer must follow to buy a home. Using a checklist, compare specific homes or apartments.

California Department of Education - Home Economics Careers and Technology
Challenge Standards for Housing and Furnishings
Content Area Standards

They will demonstrate content proficiency by:

1.4 - Analyzing the characteristics of a neighborhood and community for desirability of housing.

1.10 - Interpreting the components of a lease, rental agreement, or purchase contract.

1.11 - Investigating ways to finance a home purchase.

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UNIT #3: Design Elements and Principles

GOAL: Students will understand how the elements and principles of design are used to create an aesthetically pleasing living environment.

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
Elements of Design: <ul style="list-style-type: none"> Describe or illustrate the elements of design: line, form, texture, and space. 	<ul style="list-style-type: none"> Prepare a poster, notebook, or portfolio display of illustrations and accurately describe the elements of design (line, form, texture, space).
Principles of Design: <ul style="list-style-type: none"> Describe or illustrate the principles of design: proportion, balance, emphasis, rhythm, unity, variety, and scale. Use elements and principles of design to create or describe and evaluate a decorating scheme for a room. 	<ul style="list-style-type: none"> Prepare a display of illustrations of the principles of design and accurately describe each principle (proportion, balance, emphasis, rhythm, unity, variety, and scale). Using knowledge of the elements and principles of design, accurately identify and evaluate the principles/elements of design shown in a specific room or decorating scheme.

California Department of Education - Home Economics Careers and Technology Challenge Standards for Housing and Furnishings Content Area Standards
They will demonstrate content proficiency by:
4.1 - Applying the elements and principals of design to evaluate the aesthetics of a living environment.
4.2 - Using the elements and principles of design to select home furnishings and equipment.

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UNIT #4: Color

GOAL: Students will understand the theory and use of color in living environments.

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
<ul style="list-style-type: none"> • Describe the psychological effects of colors. • Demonstrate arrangement of color on a color wheel, which provides the basis for all color relationships. • Explain the difference between tints and shades. • Understand hue, value, and intensity. • Explain the use of warm colors, cool colors, and neutrals. • Describe basic color harmonies or color schemes. • Apply knowledge of color and color schemes to a specific problem. 	<ul style="list-style-type: none"> • Explain the psychological effects on people of the colors: orange, yellow, green, blue, violet, black and white. (May be given as a quiz). • Using only red, blue, and yellow paints, mix colors to make a color wheel. • Make a value scale by adding black and white to a hue. • With paints make colors less intense by adding varying amounts of its complement. • Illustrate through words or pictures, the use of warm colors, cool colors and neutrals. • Show examples of color harmonies: monochromatic, analogous, complementary, split complementary, double complementary, triad, and neutral. • Plan an appropriate color scheme for a room home, utilizing knowledge of color and color schemes.

California Department of Education - Home Economics Careers and Technology Challenge Standards for Housing and Furnishings Content Area Standards
They will demonstrate content proficiency by:
5.1 - Identifying color terminology and color schemes.
5.2 - Using a color wheel to identify examples of various color schemes.
5.3 - Analyzing the use of color for psychological effect.
5.4 - Applying and evaluating color schemes to achieve an aesthetically pleasing living environment.
5.5 - Explaining the science of color perception.
5.6 - Using tints and shades to create a desired effect in a living environment.

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UNIT #5: Space Planning

GOAL: Students will understand principles and factors that influence space planning.

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
<ul style="list-style-type: none"> • Evaluate the use of space in a home. • Organize space by grouping rooms or areas according to function. • Plan safe and convenient traffic patterns. • Assess the use of storage space in a home for meeting needs, convenience and function. • Interpret a floor plan. • Analyze the kitchen and laundry of a home for convenience, function and serviceability. • Practice space planning by creating and/or evaluating a floor plan. 	<ul style="list-style-type: none"> • Look at a floor plan and identify the quiet area, work area, social area and overall use of space. Evaluate use of spaces for optimal function and organization. • Discuss traffic patterns and criteria for optimal space planning. Evaluate a floor plan using this criterion. • Demonstrate knowledge of effective planning for storage in a home by planning storage, which meets needs, convenience and function. • Using information on blueprints and floor plans, draw a room and/or house plan to scale. Evaluate plan. • Draw a kitchen and laundry to scale and evaluate for function and serviceability using criteria learned in class. Or evaluate a prescribed kitchen and laundry plan.

<p>California Department of Education - Home Economics Careers and Technology Challenge Standards for Housing and Furnishings Content Area Standards</p>
They will demonstrate content proficiency by:
6.1 - Defining and applying traffic patterns in designing space for living, work, and storage.
6.2 - Evaluating living space to meet the needs of an individual or a family.
6.3 - Designing a plan for remodeling or redecorating a room to meet the needs of an individual or a family.
6.5 - Designing and planning a living space to meet individual, family, and group needs throughout the life cycle.

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UNIT #6: Lighting

GOAL: Students will understand factors influencing the selection of lighting in the home as well as the importance of a safe living environment.

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
<ul style="list-style-type: none"> • Compare natural to artificial lighting for housing needs. • Compare incandescent to fluorescent lighting. • Compare structural to nonstructural lighting. • Show how windows and window treatments affect lighting in a home. • Demonstrate effective lighting choices by planning lighting for a home in terms of visual comfort, safety, and beauty. 	<ul style="list-style-type: none"> • Demonstrate, through an exam, poster, notebook, or portfolio, effective use of natural, artificial, structural and nonstructural lighting. • Using a case study, correctly recommend both incandescent and fluorescent lighting; include size of bulbs, wattage, and finish. • Define common light fixtures and correctly identify quality and use for specific situations in case study. • Given a floor or room plan, effectively plan how to make the area visually comfortable, safe and beautiful with lighting. • Identify/label the following types of windows: clerestory, bay, arched, standing, sliding, awning, double-hung, casement, fixed, and picture windows. Diagram or show pictures of the best treatments to use in a specific room or house plan. • Identify commonly used window treatments (may be in the form of a quiz) and choose appropriate window treatments for a case study.

<p>California Department of Education - Home Economics Careers and Technology Challenge Standards for Housing and Furnishings Content Area Standards</p>
They will demonstrate content proficiency by:
3.1 - Describing reasons for having a safe, clean, and orderly living environment.
3.6 - Comparing the costs, energy, time, skills, and tools needed to perform home maintenance and improvement tasks.

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UNIT #7: Furniture

GOAL: Students will identify factors that influence trends and cycles in housing and furniture.

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
<ul style="list-style-type: none"> • Recognize a variety of furniture styles and how they are used. • Understand quality furniture construction factors. • Evaluate types, quality and use of upholstery fabrics. • List points to consider when shopping for furniture. • Apply knowledge of furniture styles and construction factors to a case problem. • Demonstrate furniture arrangement for optimal comfort, convenience, and function. 	<ul style="list-style-type: none"> • Demonstrate knowledge of furniture styles and how they are used, by passing an exam or preparing a portfolio, example sheet, or poster. • Create or use checklists which include: criteria for quality, furniture construction, upholstery fabrics, shopping plans and style. Effectively apply these criteria to a case study/studies or shopping trip. Make selections to adequately meet the needs of the consumer and interior design goals. • Successfully complete a case study showing arrangement of furniture for optimal comfort, convenience, and style.

California Department of Education - Home Economics Careers and Technology Challenge Standards for Housing and Furnishings Content Area Standards
They will demonstrate content proficiency by:
8.1 - Identifying factors that influence trends and cycles in housing and furniture.
8.2 - Identifying recognized architectural styles and determining cultural influences.

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UNIT #8: Accessories

GOAL: Students will understand factors influencing the selection of accessories.

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
<ul style="list-style-type: none"> • Determine types of accessories available and how they may enhance a room or home. • Understand the difference between functional and decorative accessories. • Assess how accessories fit into the overall plan of a room or home. • Demonstrate knowledge of effective use of accessories through a case problem. 	<ul style="list-style-type: none"> • Plan the use of appropriate accessories to enhance a home or room. Include both decorative and functional accessories and explain how they meet the design needs and overall plan of the area. • Solve case problems, such as type and placement of pictures on a wall, personalizing a space, or tying together a room's furnishings by supplying appropriate samples of solutions which use accessories.

California Department of Education - Home Economics Careers and Technology Challenge Standards for Housing and Furnishings Content Area Standards
They will demonstrate content proficiency by:
2.2 - Assessing basic furnishings and equipment needs for individuals and families.
2.3 - Identifying factors that determine quality in home furnishings and equipment.
2.6 - Recommending appropriate care, repair, and maintenance of home furnishings and equipment.
2.8 - Recycling, refinishing, or restoring home furnishings.

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UNIT #9: Home Equipment (Appliances)

GOAL: Students will understand factors influencing the selection and care of home furnishings and equipment.

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
<ul style="list-style-type: none"> • List and describe features of appliances to make a home functional and comfortable. • Evaluate a major appliance, using a checklist of optimal standards. • Explain the content and use of energy guide labels on appliances. 	<ul style="list-style-type: none"> • Prepare or use comparison-shopping lists for major home appliances. Compare sizes, features, energy costs and prices. Use lists to evaluate major appliance for optimal quality and use. • Make a list of kinds of information given in an instruction booklet for a major appliance such as warranty, care, use and instructions. • Compare average cost estimates from energy guide labels for a major appliance. Use information for a recommendation of an appliance choice.

California Department of Education - Home Economics Careers and Technology Challenge Standards for Housing and Furnishings Content Area Standards
They will demonstrate content proficiency by:
2.1 - Describing factors that influence selection of home furnishings and equipment.
2.2 - Assessing basic furnishings and equipment needs for individuals and families.
2.3 - Identifying factors that determine quality in home furnishings and equipment.
2.5 - Comparing sources and alternatives for purchasing new and used home furnishings and equipment.
2.6 - Recommending appropriate care, repair, and maintenance of home furnishings and equipment.
2.7 - Identifying and predicting the impact of new technology on home furnishings and equipment.

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UNIT #10: Home Maintenance

GOAL: Students will understand the importance of a safe and healthy living environment and understand the characteristics and maintenance of materials used in living environments.

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
<ul style="list-style-type: none"> • List basic cleaning and maintenance needs of a typical household. • List steps to make your home safe and secure. • Using a checklist as a guideline set up a cleaning agenda for a home. • Identify and explain procedures for simple, basic home repairs such as: clogged drains, fuses and circuit breakers, installing nails and screws, and basic repair equipment. 	<ul style="list-style-type: none"> • Create or use a checklist for basic cleaning and maintenance of a typical household. Set up a weekly, monthly, and yearly cleaning/maintenance agenda. • Create a poster or notebook illustrating basic safety measures and tips to use for a typical home. • Demonstrate or explain to the class procedures and equipment for simple home repairs such as: clogged drains, fuses, circuit breakers, installing nails and screws, and what should be included in a home repair tool kit.

California Department of Education - Home Economics Careers and Technology Challenge Standards for Housing and Furnishings Content Area Standards
They will demonstrate content proficiency by:
3.2 - Describing and scheduling routine care for interiors.
3.7 - Describing ways in which special devices, equipment, and strategies can be used to make the home environment safer and more comfortable for individuals with special needs.
7.5 - Explaining proper procedures for maintaining textiles and materials used in living environments.

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UNIT #11: Decorating and Design Application

GOAL: Students will understand how the elements and principles of design are used to create an aesthetically pleasing living environment. Students will also understand the characteristics of textiles and materials used to decorate.

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
<ul style="list-style-type: none"> • Evaluate the decoration of a room or home for effective backgrounds, furnishings, accessories, accommodating space needs and use of color. • Explain ways that planning, price comparison, shopping and effective decision-making may give the consumer optimal satisfaction for the cost. • Describe and compare choices of the treatments for the background of a room or home such as: floors, walls, ceilings. • Demonstrate knowledge of effective decorating and design through a case problem. 	<ul style="list-style-type: none"> • Students plan the decorating of a given type of room. Include: backgrounds, furnishings, accessories, space needs, use of color, line and design, and cost estimates. Share plans and compare to other students' plans and ideas. Conclude which plan(s) would work best and why. • Prepare a decorating plan for a room, apartment, or home. Include budget, a rough sketch, samples of colors and dimensions needed and price estimates. • Students may prepare a decorating plan for their original, formerly created, house plan. • Comparison shop for decorating ideas, using a list of guidelines. Report on results. • Select a photo of a decorated room. Student tells how they would re-decorate or change the appearance in the least expensive way.

<p>California Department of Education - Home Economics Careers and Technology Challenge Standards for Housing and Furnishings Content Area Standards</p>
They will demonstrate content proficiency by:
4.1 - Applying the elements and principles of design to evaluate the aesthetics of a living environment.
4.2 - Using the elements and principles of design to select home furnishings and equipment.
7.1 - Identifying textiles and materials commonly used in living environments.
7.2 - Describing the characteristics of textiles and materials used in living environments.

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UNIT #12: Housing Styles and Exteriors

GOAL: Students will understand the relationships between historical styles and design trends in housing.

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
<ul style="list-style-type: none"> • Recognize several different exterior house styles of the past and present. • Identify roof styles and evaluate effects on the exterior designs of buildings. • Utilize knowledge of housing styles and exteriors to make decisions in choosing an appropriate housing design. 	<ul style="list-style-type: none"> • Correctly describe and match names of classic/present/past house styles to corresponding diagrams or pictures. • Correctly match names of roof styles to corresponding diagrams or pictures. Tell which style house each roof may be used on. • Diagram or show a picture and explain why a particular style roof and house would be appropriate to use with the floor plan that the students have previously chosen or created.

California Department of Education - Home Economics Careers and Technology Challenge Standards for Housing and Furnishings Content Area Standards
They will demonstrate content proficiency by:
8.1 - Identifying factors that influence trends and cycles in housing and furniture.
8.2 - Identifying recognized architectural styles and determining cultural influences.
8.4 - Identifying housing and furniture styles that have evolved as the result of technology.

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UNIT #13: Landscaping, Plants, and Flowers

GOAL: Students will understand the theory of color and layout design when making landscaping design and placement decisions.

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
<ul style="list-style-type: none"> • Recognize ways exterior landscaping can enhance the beauty of a home. • Describe factors that influence effective landscape planning such as: soil, water, orientation to sun, and growth characteristics. • Examine options available when deciding on landscape content and plans. • Assess and evaluate the use of plants and flowers in the home. • Apply knowledge of landscaping and/or plants and flowers to a case problem. 	<ul style="list-style-type: none"> • After gaining knowledge of ways exterior landscaping can enhance the beauty of a home; factors, which influence effective landscaping; and options available to help decide landscape, (content and plans), the students will plan an appropriate landscape design for a case problem. (May use house plan previously created by student.) • Explain, illustrate, or demonstrate the use of plants and flowers inside the home. (E.g. put together an attractive floral arrangement or have student illustrate how they would use plants and flowers in their created house plan.)

California Department of Education - Home Economics Careers and Technology Challenge Standards for Housing and Furnishings Content Area Standards
They will demonstrate content proficiency by:
5.1 - Identifying color terminology and color schemes.
5.2 - Using the color wheel to identify examples of various color schemes.
5.3 - Analyzing the use of color for psychological effect.
5.6 - Using tints and shades to create a desired effect.

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UNIT #14: Energy and Conservation

GOAL: Students will understand the importance of a safe and healthy living environment.

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
<ul style="list-style-type: none"> • Understand the importance of controlling the environment for maximum energy use and conservation. • List ways to conserve energy and how to avoid or control waste. • Assess energy needs and possible conservation methods to solve a housing problem. • Understand visual and noise pollution and how to reduce or avoid problems. 	<ul style="list-style-type: none"> • Prepare a research report or answer questions on energy use and conservation. Explain how and why it is important to control the home environment for maximum energy use and conservation. • Prepare a checklist on energy and waste in the home. Use the list for a case study. Then list possible conservation solutions. • Investigate pollution problems in student's community. Complete a list of pollution concerns for land, air, water, noise, and visual categories. Suggest appropriate solutions.

California Department of Education - Home Economics Careers and Technology Challenge Standards for Housing and Furnishings Content Area Standards
They will demonstrate content proficiency by:
3.1 - Describing reasons for having a safe, clean, and orderly living environment.
3.5 - Developing a plan that includes cleaning techniques that save time and energy.
3.6 - Comparing the costs, energy, time, skills, and tools needed to perform home maintenance and improvement tasks.

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UNIT #15: Housing for the Future

GOAL: Students will understand the relationship between historical styles and design trends in housing and furniture.

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
<ul style="list-style-type: none"> • Describe a planned community and list some elements it should include. • List possible new building materials and methods. • Identify possible ways technology will impact future housing. • Compare housing needs today to projected future needs. 	<ul style="list-style-type: none"> • After learning about planned communities, “high tech” reading articles about housing of the future and researching about people who are concerned about housing of tomorrow (Rouse, Fraunhoffen, Soleri, Safdie, Cousteau), plan (document) housing and a community of the future. • Compare housing needs today to projected future needs by researching and reporting on the use of alternative sources of energy such as wind, geothermal, solar and garbage.

California Department of Education - Home Economics Careers and Technology Challenge Standards for Housing and Furnishings Content Area Standards
They will demonstrate content proficiency by:
8.4 - Identifying housing and furniture styles that have evolved as the result of technology.

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UNIT #16: Careers in Housing and Interior Design

GOAL: Students will understand careers related to interior design, furnishings, and maintenance.

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
<ul style="list-style-type: none"> • Describe several careers related to the field of housing. • Explain job skills and personal qualifications required for housing careers. 	<ul style="list-style-type: none"> • Find descriptions of several jobs related to housing and arrange into career clusters. • Make a collage about careers related to housing. • Students choose a career related to housing that interests them. Research and report on it. • Interview persons who have jobs related to housing and report results. (Include in all job qualifications, duties, starting salary, opportunities for advancement, hours, fringe benefits and job satisfaction.)

California Department of Education - Home Economics Careers and Technology Challenge Standards for Housing and Furnishings Content Area Standards
They will demonstrate content proficiency by:
9.1 - Identifying characteristics of effective interior design, furnishings, and maintenance professionals.
9.2 - Comparing personal interests, aptitudes, and abilities with those required in interior design, furnishings, and maintenance careers.
9.3 - Evaluating career options related to interior design, furnishings, and maintenance, including labor market projections, educational requirements, job responsibilities, salary, benefits, employers' expectations, and working environments.
9.4 - Developing a career plan in interior design, furnishings, and maintenance that reflect upward career mobility and opportunities for entrepreneurship.