# High School FACS Curriculum

**Interior Design 1 (1 Semester)**

## Established Goals:

**Standard 1.0** Explore careers paths within the housing, interiors and furnishings industry.

**Standard 2.0** Evaluate the use of housing and interior furnishings and products in meeting specific design needs.

**Standard 3.0** Demonstrate computer-aided drafting design and space planning skills required for the interiors industry.

**Standard 4.0** Demonstrate design ideas through visual presentation.

### Benchmark

**Grade ____**

## Enduring Understandings

**Students will know...**

1. Roles and functions of individuals engaged in housing, interiors, and furnishings careers.

**Students will understand...**

1. The effects that elements of design have on aesthetics and function.
2. Efficiency, functionality, and safety in floor plans.

**Students will be able to...**

1. Appraise various interior furnishings which provide cost and quality choices.
2. Draw an interior space to scale.
3. Create floor plans, using computer design software.
4. Prepare visual presentations utilizing a variety of presentation media.

## Essential Questions:

What career opportunities are available in this field?

How are the elements of design integral to the planning of interiors?

What are the qualities of an aesthetic and functional environment?

What factors should be considered when making housing and interior furnishings and products decisions?

What are the guidelines for meeting the goals of client needs?

What are our goals for using CAD drafting and space planning?

What skills do we need to design effective visual presentation?

## Essential Vocabulary:

Elements of Design (Color, Texture, Line, Form, Space) and related terminology

CAD – Computer Aided Design

Aesthetic

Drawing to Scale
**High School FACS Curriculum**

**Interior Design 2 (1 Semester)**

**Established Goals:**

- **Standard 1.0** Analyze career paths within the housing, interiors and furnishings industry.
- **Standard 2.0** Evaluate the use of housing and interior furnishings and products in meeting specific design needs.
- **Standard 3.0** Integrate computer-aided drafting skills required for interior design.
- **Standard 4.0** Analyze influences on architectural and furniture design and development.
- **Standard 5.0** Evaluate client’s needs, goals, and resources in creating and presenting design plans for housing, interiors and furnishings.

**G_B__ __#__. Benchmark**

**Grade ____ Enduring Understandings**

<table>
<thead>
<tr>
<th>Students will know...</th>
<th>Students will understand...</th>
<th>Students will be able to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Architectural symbols.</td>
<td>1. Education and training requirements and opportunities for career paths in housing, interiors, and furnishings.</td>
<td>1. Select products and materials, considering care, maintenance, safety and environmental issues.</td>
</tr>
<tr>
<td>2. Historical architectural styles and furnishings.</td>
<td>2. The effects that principles of design have on aesthetics and function.</td>
<td>2. Draw an interior space to scale, reading information provided on blueprints.</td>
</tr>
<tr>
<td></td>
<td>3. The development of architectural styles throughout history and compare details to current housing and interior design trends.</td>
<td>3. Assess human needs, safety, space and technology as they relate to housing and interior design goals.</td>
</tr>
</tbody>
</table>

**Essential Questions:**

- What resources and training are required for a career in the interiors and furnishings industry?
- What personal factors affect our career choices and goals in this industry?
- How are the principles of design integral to the planning of interiors?
- What economic, environmental, social and cultural factors will affect our design decisions? How do we create alternatives to meet client needs?
What is the importance of effective CAD drafting, blueprint reading and effective space planning?
In what ways does the use of communication contribute to creating a well-planned space?
How has the past influenced architectural and furniture design? How will it affect our future choices?
What alternatives might we create that will have positive effects for the client?

**Essential Vocabulary:**
Principles of Design (Balance, Rhythm, Scale, Proportion, Emphasis) and related terminology
Historical Architectural Styles terminology
**High School FACS Curriculum**

**Design 3 (Independent Study) (0.5 or 1.0)**

**Established Goals:** Instructor Approvals (Independent Study) w/concurrent enrollment with either Interior or Fashion Design.

- Integrate knowledge, skills and practices required for careers in housing, interiors and furnishings.
- Integrate knowledge, skills and practices required for careers in textiles and apparel.

**G_B___#___. Benchmark**

**Grade_____ Enduring Understandings**

<table>
<thead>
<tr>
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<th><strong>Students will be able to...</strong></th>
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</thead>
<tbody>
<tr>
<td>1. Roles and functions of individuals engaged in housing, interiors and furnishings/textiles and apparel careers.</td>
<td>2. Training and education requirements for chosen field.</td>
<td>1. Explore opportunities for employment and entrepreneurial endeavors. 2. Articulate future trends in architectural and furnishing design and development/fashion, textiles and apparel design.</td>
</tr>
</tbody>
</table>

**Essential Questions:**

- What criteria should we use to determine career and business readiness?
- What employability skills do we need to acquire?
- What values support our decisions related to profitability and career success?

**Essential Vocabulary:** vocabulary carried over from previous courses. New vocabulary based on focus of student projects/modules.
High School FACS Curriculum  
Fashion, Design, and Construction 1 (1 Semester)

Established Goals: Standard ? - Standard Language here  
G_B__ __#__. Benchmark

1. Analyze career paths within the design industry.  
2. Evaluate fiber and textile products and materials.  
3. Demonstrate skills needed to produce, alter or repair textile products.

<table>
<thead>
<tr>
<th>Students will know...</th>
<th>Students will understand...</th>
<th>Students will be able to...</th>
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</thead>
<tbody>
<tr>
<td>1. Identification of basic sewing equipment and tools.</td>
<td>1. Functions and purposes of equipment.</td>
<td>1. Operate and maintain basic sewing machines.</td>
</tr>
<tr>
<td>2. Identification of types of fabrics.</td>
<td>2. Methods of identifying and analyzing common textile fibers.</td>
<td>2. Demonstrate basic skills, including math calculations, for producing and altering textile products.</td>
</tr>
<tr>
<td>3. Roles of individuals employed in the textiles industry.</td>
<td>3. Current trends and the cycle of trends involving styles throughout history.</td>
<td>3. Explain the production process for creating fibers, yarn, woven and knit fabrics.</td>
</tr>
<tr>
<td>4. Basic troubleshooting strategies for sewing machines.</td>
<td></td>
<td>4. Analyze effects of textile characteristics on design and construction, care, use and maintenance of products.</td>
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<tr>
<td></td>
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<td>5. Produce a sample item that incorporates current design trends.</td>
</tr>
</tbody>
</table>
Essential Questions:
How do fiber characteristics affect garment construction?
How does choosing proper equipment lead to successful completion of projects?
What are the basic parts of the sewing machine and how does it operate well?
What are the basic concepts in pattern design, instructions, and application?
Do I know how to choose and read the appropriate measuring tool for a specific task?

Essential Vocabulary:
Equipment and basic sewing tools
Pattern Terminology
Fibers Vocabulary
Measuring Basics
High School FACS Curriculum

Fashion, Design, and Construction 2 (1 Semester)

**Established Goals:**

<table>
<thead>
<tr>
<th>Standard Language here</th>
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<tr>
<td>1. Analyze career paths within textile apparel and design industries.</td>
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</tr>
<tr>
<td>2. Demonstrate knowledge and skill using design basics.</td>
<td></td>
</tr>
<tr>
<td>3. Demonstrate skills needed to produce, alter or repair textile products.</td>
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</tr>
<tr>
<td>4. Evaluate elements of textile, apparel, and fashion merchandising.</td>
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</tr>
</tbody>
</table>

**Students will know...**

1. The elements and principles of design.
2. The steps in repurposing items.
3. A variety of fiber arts techniques
4. Process of marketing a product to a consumer base.
5. Importance of professionalism
6. when creating a marketable product.

**Students will understand...**

1. The ways in which fiber, fabric, texture, pattern, and finish can affect visual appearance.
2. How to use design basics to create illusions that enhance appearance.
3. Marketing strategies for textile, apparel, fashion design products.
5. Presentation promotes entrepreneurship.

**Students will be able to...**

1. Explain to others how to operate basic sewing machines.
2. Demonstrate advanced skills for producing and altering textile products.
4. Demonstrate design concepts using technology/computer.
5. Generate design that takes into consideration fashion trends.
7. Analyze career paths and entrepreneurial endeavors within the textiles, apparel and design industries.
8. Produce marketable products.
9. Plan a special event that showcases student work.

**Essential Questions:**

Can I use my previous knowledge and acquired skills to plan and complete a recycled and redesigned textiles project?

What are careers and opportunities in textile, apparel and design industries?

What is the effectiveness of various marketing strategies for textile, apparel and fashion products?
How is a special event planning important to successful entrepreneurship?
What skills are needed to develop a professional work ethic?

**Essential Vocabulary:**
The elements and principles of design
Types of fabrics and notions
Machine parts and tools
Pattern terminology
Fashion terminology
Marketing terminology