

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Housing and Design

Curriculum Writing Committee:

Jillian Feese

Grade Level:

9-12

Date of Board Approval: _____**2021**_____

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Course Weighting: Housing and Design

Chapter Tests (approx. 1 per unit,3-4 per marking period)	40%
Essays / Projects (1 each marking period)	30%
Homework/Classwork (varies per unit)	30%
Total	100%

Curriculum Map

Overview:

Students will learn the many influences on housing choices whether renting or buying. Students will explore personal preferences, location, budget and the short- or long-term commitment in reference to housing choices. Students will be aware of the various housing styles available and how to evaluate a floor plan. Students will learn the steps to follow in order to purchase a house of their own. Students will learn the importance of a positive credit score and the benefits of a good credit history when applying for a mortgage. Students will learn the basics of Interior Design aspects including Elements of Design, Principles of Design and Color. Students will apply this knowledge to create a room of their choice. Students will learn how to select furniture and appliances based on characteristics, cost, efficiency and size.

Students will explore a variety of housing options and the pros and cons of each as well as their individual needs and wants. Students will discuss the advantages and disadvantages of housing choices in relation to various stages in one's life

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Goals:

Unit 1: Influences on Housing (Marking Periods 1 / 3)

Meeting Needs through Housing
Factors Affecting Housing
Choosing a Place to Live
Housing for Special Needs

Unit 2: Acquiring Housing – Renting (Marking Periods 1 / 3)

Needs, Wants and Housing Costs
Written Lease
Subletting
Renters Insurance
Rights and Responsibilities in Rental Housing

Unit 3: Acquiring Housing – Buying (Marking Periods 1 / 3)

The Right Price
Credit Report
To Build or Buy
Steps in Buying a House
Condominium, Cooperative Ownership

Unit 4: Housing Styles and Floor Plans (Marking Periods 1 / 3)

Traditional Houses
Modern Houses
Contemporary Housing
Housing Trends
The Space With-in

Unit 5: Elements of Design (Marking Periods 2 / 4)

Design Characteristics
Line
Form
Space
Mass
Texture

Unit 6: Using Color Effectively (Marking Periods 2 / 4)

Understanding Color
Color Wheel
Color Harmonies
Using Color Harmonies

Unit 7: Principles of Design (Marking Periods 2 / 4)

Proportion and Scale
Balance

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Emphasis
Rhythm
Goals of Design

Unit 8: Furniture and Appliances (Marking Periods 2 / 4)

Furniture Styles
Arranging and Selecting Furniture
Window Treatments
Selecting Appliances

Unit 9: Final Project (Marking Periods 2 / 4)

Personal Budget
Personal Room Design

Big Ideas:

- Responsible consumers use effective resource management to accomplish individual, family and community goals.
- Responsible consumers use sound decision making skills to acquire housing and recognize many factors that influence housing.
- Consumers know the principles of good design and how to apply them to a living space.
- Responsible consumers understand many factors when choosing the best appliances.

Textbook and Supplemental Resources:

https://drive.google.com/drive/u/0/folders/1V5E_9HcF8nMVcfbHn_stFJHcQImC6uWr

Text: Housing Decisions, Lewis, Evelyn L., Goodheart-Willcox Company Inc., 2004.

Housing Decisions Student Workbook.

Housing Decisions Teachers Resource Guide

Glencoe Video – Rent or Buy Decisions

Classroom video – 10 Homes that Changed America (PBS)

Smart Homes are a game changer for people with disabilities

(<https://www.youtube.com/watch?v=4s9vCFkmabs>)

(<https://www.youtube.com/watch?v=qQtG7859LzY>)

Cambridge Educational Videos – Apartment Renting 101: What Happened to my Security Deposit

Video: The Insurance Game CW Publications

Internet site www.spent.org

Internet site www.thebummergame.com

Internet site www.cnbc.com/back-in-the-game

Game of Life

Game of Loans

Mortgage Monopoly

Classroom video - Between the Studs Episode 114: Architectural Style

www.youtube.com/watch?v=tZ3WVLMWMX0&list

Classroom video - HGTV Tree houses

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Classroom video- Design 1: Elements, Learning Zone

Classroom video - Power of Color

Classroom video: Design 2 - Principles of Design, Learning Zone

www.realtor.com

www.zillow.com

www.floorplanner.com

Primary Textbook(s) Used for this Course of Instruction

Name of Textbook: Housing Decisions

Textbook ISBN #: 1-59070-141-0

Textbook Publisher & Year of Publication: Goodheart-Willcox Company Inc.
2004

Curriculum Textbook is utilized in (title of course): Housing and Design

Please complete one sheet for each primary textbook.

Curriculum Plan

UNIT 1: Influences on Housing

Days: 9 days

Standard(s):

1.6.11.A:
CC.1.5.11-12.A:
11.1.12.C:
11.2.12.A:
11.2.12.H:
1.5.11.F:
1.6.11.A:
1.6.11.B:
CC.8.6.11-12.I:

Reading anchors

CC.1.5.11-12.A:
CC.1.5.11-12.G:
CC.1.4.11-12.F:
CC.1.4.11-12.L:
CC.1.4.11-12.T:

Eligible Content

- How does Maslow’s Hierarchy of needs apply to housing?
- What factors should be considered when choosing a house?
- How does one’s life cycle affect housing choices?
- Determine how outside influences affect housing choices.
- Explain the types of housing that is available and what are the similarities and differences of each.
- Describe how modular and prefab houses are assembled as well as advantages and disadvantages of each.
- Explain the advantages/disadvantages of renting vs. buying.

Objectives:

- Compare and contrast the following forms of housing: mobile, condominium, townhouse, prefab, modular, boarding, apartment and house (DOK level 3).
- Apply Maslow’s Hierarchy of Needs to Housing (DOK level 4).
- Compare housing needs with lifestyle changes. (DOK level 2)
- Relate historical events to housing and describe various cultures and housing characteristics. (DOK level 2)
- Analyze concerns about environmental and economic aspects of housing. (DOK level 4).
- Summarize the outside influences that affect housing choices. (DOK level 2)
- Construct a need and wants list for choosing housing (DOK level 2).

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Core Activities and Corresponding Instructional Methods:

- Direct instruction - Different outside influences and lifestyle choices that affect housing
- Cooperative groups - Trivia Game Review on how culture, environment, government, economy, society and technology influenced housing
- Direct instruction - Discuss the differences between the terms house and home.
- Cooperative groups - The house that built me - writing activity describing their home.
- Cooperative groups - Dream house - writing activity describing a house including exterior, interior, and location.
- Direct instruction on various styles of housing such as Attached, Modular, Pre-fab, Condominium, Mobile, Boarding House, Townhouse and Dome houses.
- Direct instruction - advantages and disadvantages of buying and renting.
 - Terms include equity, insurance, taxes and mobility
- Video: Rent or Buy Decisions and discussions
- Direct instruction on Maslow's Hierarchy of Needs.
 - Cooperative groups – Housing Needs – construct a triangle to represent Maslow's Hierarchy of Needs-describe each level and include 2 pictures.
- Complete test on Housing Influences
- Video: 10 Homes that Changed America (PBS) – complete video worksheet
- Video: Smart Homes are a game changer for people with disabilities (you tube)

Assessments:

Diagnostic:

- List words that describe a house and home.
- List advantages and disadvantages of renting.
- List advantages and disadvantages of buying.

Formative:

- The house that Built Me – writing activity
- Dream house- writing activity
- Maslow's Hierarchy of Needs project

Summative:

- Unit test on Housing influences

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UNIT 2: Acquiring Housing - Renting

Days: 10 days

Standards:

1.6.11.A, B
CC.1.5.11-12.A
11.1.12.C:
15.6.12.B, G, N, P
11.2.12.A, H
1.5.11.F:
CC.8.6.11-12.I

Anchors:

CC.1.5.11-12.A:
CC.1.5.11-12.D:
CC.1.5.11-12.G:
CC.1.4.11-12.F:
CC.1.4.11-12.L
CC.1.4.11-12.T:

Eligible Content:

- Where can you find available rentals?
- What do the abbreviations in a rental ad tell you about the rental?
- List the monthly bills to be paid while renting.
- The importance of maintaining a budget.
- List ways to reduce the cost of renting.
- What is the purpose of Tenants insurance and what does it cover?
- What is included in a lease and what should be done before signing it?
- What is assigning or subletting a lease?
- Explain the advantages/disadvantages of renting.
- What is an eviction and what legal procedures must be followed by the landlord and tenant?

Objectives:

- To recognize apartment abbreviations (DOK level 1)
- To summarize the financial aspect of renting in terms of a budgeting and paying bills (DOK level 2)
- To list needs and wants in reference to housing that fits lifestyle and budget (DOK level 1)
- To predict monthly bills and estimate monthly expenses. (DOK level 2)
- To understand the importance of good credit and what affects your credit score. (DOK level 1)
- To summarize the importance of tenants' insurance. (DOK level 2)
- To compare and contrast leases for important information before signing (DOK level 3)
- To apply apartment hunting skills to reading and asking questions about apartments ads (DOK level 4)

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- List advantages and disadvantages of renting (DOK level 1).
- To understand the eviction process and procedures that need to be followed. (DOK level 1)

Core Activities and Corresponding Instructional Methods:

- Students will make a t-chart to define their needs and wants when choosing a place to live.
- Direct Instruction - Brainstorm places to look for housing for rent
- Brainstorm the costs of renting. Estimate the amount for each and compare it to a yearly salary.
- Direct instruction on ways to reduce the cost of renting.
- Video: Apartment Renting 101: What happened to my Security Deposit?
- Cooperative groups Apartment abbreviations followed by discussion.
- Video: The Insurance Game. Discuss types of insurance and terms. Identify required and optional insurances.
- Direct instruction -Complete 6 apartment activities using internet sites provided and have students ask questions about apartments. Compromising with needs and wants.
- Direct instruction on Renters Insurance including terms liability, deductible and floaters
- Using the website www.thebummergame.com students will participate in a game of picking the correct insurance.
- Complete Read Your lease worksheet and discussion.
- Direct instruction - purpose of a lease and the information it should contain before signing.
- Using the website www.spent.org. students will participate in a game of budgeting.
- Cooperative groups – Game of Life - game on the importance of having a budget
- Direct instruction on legal guidelines for eviction using the internet.
- Direct instruction on guidelines for moving out of a rental
- Complete Apartment Renting test

Assessments:

Diagnostic:

- Prior knowledge where to look for available apartments
- List priorities when looking for a place to live
- Brainstorm type of insurance a person may need
- Purpose and information in a lease
- Responses to teacher driven questions.

Formative:

- Self-assessments on www.thebummergame.com
- Self-assessments on www.spent.org
- Renters Insurance article and questions
- Read your Lease worksheet
- Internet – eviction guidelines by state

Summative:

- Apartment ad activity
- Unit test on Apartment Hunting

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UNIT 3: Acquiring Housing – Buying

Days: 12 days

Standards:

1.6.11.A,B
CC.1.5.11-12.A
6.5.9.B
11.1.12.C
15.6.12.N
11.2.12. A,H
1.5.11 F
CC.8.6.11-12.I

Anchors:

CC.1.5.11-12 A, G
CC 1.4.11-12 F,L,T

Eligible Content:

- What is a credit rating/score?
- What affects your credit score?
- How does your credit history impact one's ability to get approved for a loan?
- How much can you afford and how much can you borrow?
- What is a down payment and how much will it cost?
- What payments could be part of a mortgage payment?
- What are the differences between a 15-year and a 30-year mortgage?
- Why would one refinance a home?
- Why would a person need a cosigner? Should a person become a cosigner?
- What are the steps in buying a home?
- What are the different types of mortgages available?
- What is a foreclosure?
- What costs are involved in closing on a home?

Objectives: (include DOK levels, see Attached DOK Wheel and refer to the definition of the DOK levels)

- To understand the importance of good credit and what affects your credit score. (DOK level 1)
- To estimate how much a person can afford when purchasing a home. (DOK level 2)
- To estimate how much money a person will be approved for when applying for a loan. (DOK level 2)
- To predict how much money a person should pay on a down payment of a house. (DOK level 2)
- To identify the decisions and considerations made prior to purchasing a house. (DOK level 1)
- To understand the steps to follow when buying a house. (DOK level 1)
- To apply knowledge of interest rates and mortgage terms. (DOK level 1)
- To analyze which mortgage loan would be the best choice for an individual. (DOK level 3)
- Compare the financial responsibility of renting to buying. (DOK level 3)

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- Hypothesize how overspending and over extending one's budget can affect home ownership (DOK level 3)
- Identify the reasons a person may need a cosigner and concerns if a person becomes a cosigner. (DOK level 1)

Core Activities and Corresponding Instructional Methods:

- Direct Instruction on credit score and what affects a person's rating.
- Direct Instruction – purpose of a credit report and how to establish a good credit score.
- Direct Instruction – what can affect your credit score negatively and ways to improve your credit history.
- Video: Back in the Game – with Alex Rodriguez www.cnbc.com/back-in-the-game
- Cooperative groups – Game of Loans - students will work in groups to complete the game of loans.
- Direct Instruction on steps in buying a house – offer, earnest money, mortgage, home inspection, survey, closing.
- Direct Instruction on the four payments which are part of a mortgage.
- Direct instruction on the different types of mortgages available.
- Direct instruction on how interest rates affect the mortgage payment.
- Direct instruction on how length of mortgages affects the payment and interest.
- Cooperative groups – Complete scenario worksheet and discuss which is the best mortgage.
- Cooperative groups – Mortgage Monopoly – students will work in groups and play a game based on mortgages.
- Direct Instruction on co-signing a loan.
- Read aloud and discuss – Refinancing article.
- Direct Instruction on Home Insurance, terms and coverage.
- Complete Mortgage test.

Assessments:

Diagnostic:

- Explain what a credit score is.
- List positive and negative circumstances that affect a person's credit history.
- List payments included in a mortgage payment.
- Explain the differences in the types of mortgages available.
- Explain how interest rates affect mortgages.
- Explain what refinancing means.
- Explain what it means to cosign for a loan.
- Responses to teacher driven questions.

Formative:

- Self-assessments on Game of Loans.
- Self-assessments on Mortgage Monopoly.

Summative:

- Students will complete Mortgage Scenario worksheet
- Unit test Mortgages

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UNIT 4: Housing Styles and Floor Plans

Days: 14 days

Standards:

1.6.11.A
CC.1.5.11-12. A
11.1.12.C
11.2.12. A, H
1.5.11 F
1.6.11. A, B
CC.8.6.11-12. I

Anchors:

CC.1.5.11-12 A, G
CC 1.4.11-12 F, L, T

Eligible Content:

- Explain the concerns when buying a pre-existing house, a custom-built house and a spec house.
- What is a colonial house style and how did it get its name?
- List the housing styles which blend in with nature?
- List characteristics for the following house styles: Victorian, Queens Anne's Cottage, Ranch. A-frame, Bi-level, Split level, Log Cabin, Prairie, Modern, Tudor, International and Bungalow.
- Name the three main areas in a floor plan and list the room examples for each.

Objectives: (include DOK levels, see Attached DOK Wheel and refer to the definition of the DOK levels)

- Summarize the considerations when deciding whether to buy a pre-existing house, a spec house or custom build a house. (DOK level 2).
- Identify housing styles by the visual characteristics. (DOK level 1)
- List the main areas in a floor plan and identify typical rooms for each area. (DOK level 1)
- Critique floor plan on quiet, work, social areas, traffic patterns and kitchen triangle. (DOK level 4)
- Apply learned concepts of floor plans, draw home floor plan and critique for positives and negatives. (DOK level 4)
- Apply learned concepts of housing styles, construct a house using different exterior images. (DOK level 4)

Core Activities and Corresponding Instructional Methods:

- Direct Instruction - Read in text pgs. 133-138 on Existing, Custom and Spec houses.
- Direction Instruction - Discuss advantages and disadvantages of buying an existing house, spec house, or custom built.
- View video "Between the Studs Episode 114: Architectural Styles" https://www.youtube.com/watch?v=tZ3WVLMWMX0&list=PLoiu_poOtQuDV9BRVkhOSAcDj6SvZEWtd&index=12
- Direct instruction - View PowerPoint housing styles using famous houses in televisions and movies and complete packet from discussion.

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- Cooperative Groups – pick out a house style and construct the house using provided materials and develop a written description about the exterior images of that house.
- Individual work - Complete worksheet from text on Housing floor plans and modifications for handicapped accessibility pg. 182-193
- Direct instruction - Read Kitchen layout styles article.
- Direct instruction- view PowerPoint on the floor plans of famous sitcoms.
- Direct instruction - Evaluate housing floor plans based on quiet, work, social areas, guest, traffic patterns and kitchen triangle.
- Video: HGTV Tree houses and discussion on designs and energy efficiency.
- Each student will draw their home floor plan. Drawing should be labeled with Quiet, Work, and Social areas. Draw guest and family traffic patterns and critique. Identify the kitchen triangle.
- Complete Housing styles and floor plan unit test

Assessments:

Diagnostic:

- Explain the different housing styles.
- List characteristics students like and dislikes about their house floor plan.
- List characteristics students like and dislike about the kitchen plan layout.

Formative:

- Worksheet on spec, pre-existing, and custom-built homes.
- Kitchen layout article

Summative:

- Students will construct a house using a particular exterior style and explain.
- Students will draw their house floor plan, label quiet work and social areas. Draw both guest and family traffic patterns.
- Students will label the kitchen triangle.
- Unit test on Housing Styles and Floor Plans

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UNIT 5: Elements of Design

Days: 9 days

Standards Addressed:

9.1.12.E:
1.6.11.A:
CC.1.5.11-12.A:
11.2.12.A, H:
1.5.11.F:
1.6.11.A, B:
CC.8.6.11-12.I:

Reading anchors

CC.1.5.11-12.A, G::
CC.1.4.11-12.F, L, T:

Eligible Content:

- What illusions are created by the use of line?
- Which forms create a more masculine appearance? Feminine appearance?
- What type of appearance is created by rough textures? Smooth textures?
- How can the illusion of more space be created? Less space?
- What effect is created by too little pattern? Overuse of pattern?
- How does natural light affect the atmosphere in a room? Artificial light?
- What guidelines should be followed when using Elements of Design?

Objectives:

- Summarize how the elements of design affect the appearance of a room. (DOK level 2)
- List the elements of design (DOK level 1)
- Describe the different types of lines and explain their effects (DOK level 1)
- Compare pictures to identify which room uses the elements of design more effectively (DOK level 3)
- Apply knowledge of the elements of design and critique pictures. (DOK level 4)

Core Activities and Corresponding Instructional Methods:

- View Elements of Design video and complete worksheet
- Direct instruction - types of line, form, texture and the effect each has on the appearance of the room
- Direct instruction - how to effectively use pattern and multiple patterns in a room
- Direct instruction- how to achieve the appearance of more or less space in a room.
- Complete painting pumpkins in Interior Design – students will have at least 3 elements of design on their finished project.
- Direct instruction -direct, indirect, and warm or cool light in a room
- Direct instruction -how motifs help to bring order to a room.
- Complete Elements of Design projects using 3D Flower template
- Complete Elements of Design review puzzle
- Complete Elements of Design test

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Assessments:

Diagnostic:

- Describe how lines create illusions.
- Evaluate the classroom for the type of lines, textures and appearance of space that are achieved in the classroom.

Formative:

- Evaluate and critique pictures in class
- Painting pumpkins project
- Review puzzle

Summative:

- Students will complete the Elements of Design project according to project guideline
- Unit test on Elements of Design.

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Unit 6: Color and Color Schemes

Days: 8 days

Standards Addressed:

9.1.12.E:
1.6.11.A:
CC.1.5.11-12.A:
11.2.12.A, H:
1.5.11.F:
1.6.11.A, B:
CC.8.6.11-12.I:

Reading anchors

CC.1.5.11-12.A, G:
CC.1.4.11-12.F, L, T:

Eligible Content:

- Name the primary colors.
- Name the secondary colors.
- What colors are used in a neutral color scheme? What feeling do these colors create in a room?
- How can accent colors add variety to a color scheme?
- What are the two related color schemes and how are the colors located on the Prang color wheel?
- Name four contrasting color schemes and how the colors are located on the Prang color wheel.
- When a color schemes uses 3 or more colors how do the amounts differ to achieve a balanced appearance in the room

Objectives:

- Arrange the primary, secondary and tertiary to form the Prang color wheel (DOK level 1)
- Given a color scheme: related or contrasting create a yarn wall hanging (DOK level 4)
- Compare pictures for use of color intensity and effect on the room. (DOK level 2)
- Critique pictures for color schemes and how to change it to create a more pleasing appearance. (DOK level 3)
- Given the primary colors: red, yellow, and blue, create secondary and tertiary colors to form the Prang color wheel (DOK level 4)
- Given the primary colors, black and white create tints and shades. (DOK level 4)

Core Activities and Corresponding Instructional Methods:

- View the Power of Color video and complete worksheet, discussion
- Direct instruction - color terms warm, cool, primary, secondary, tertiary, tint, shade and intensity
- Direct instruction – Color Theory
- Direct instruction - neutral color schemes.
- Direct instruction - related color schemes: monochromatic, analogous. Refer to Prang Color wheel in textbook pg. 257.

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- Direct instruction - Contrasting color schemes, complementary, split complementary, triad and double complementary using Prang Color Wheel in textbook pg. 257.
- Individually complete yarn walls hangings using a color scheme of the student's choice.
- Direct instruction – How using color can change a room.
- Direct instruction - Using the internet: discuss types of colorblindness and how people are tested for it.
- Cooperative groups - color terms worksheet
- Individually complete color lab project using red, yellow, and blue, black and white. Create secondary and tertiary colors. Create tints and shades with primary colors.
- Cooperative groups - color sayings worksheet
- Cooperative groups - color review puzzle
- Complete color test

Assessments:

Diagnostic:

- What color is created by mixing red and blue, blue and yellow, yellow and red
- What is meant by a color scheme?
- What is meant by color blindness?

Formative:

- Color saying worksheet
- Prang Color Wheel
- Color terms worksheet
- Review puzzle

Summative:

- Students will complete the Yarn Project according to project guidelines.
- Students will complete the Color Wheel Project according to project guidelines.
- Unit test on Color Unit.

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UNIT 7: Principles of Design

Days: 9 days

Standards Addressed:

9.1.12.E:
1.6.11.A:
CC.1.5.11-12.A:
11.2.12.A, H: :
1.5.11.F:
1.6.11.A, B:
CC.8.6.11-12.I:

Reading anchors

CC.1.5.11-12.A, G:
CC.1.4.11-12.F, L , T:

Eligible Content:

- What type of appearance does formal balance achieve? Informal balance?
- List 6 ways to create a point of emphasis in a room.
- What is meant by rhythm in a room?
- What is meant by proper proportion?
- What is meant by unity with variation for a goal of design?

Objectives:

- Summarize how the Principles of design affect the appearance of a room. (DOK level 2)
- List the Principles of Design (DOK level 1)
- Compare pictures to identify which room use the Principles of design more effectively (DOK level 3)
- Apply knowledge of the Principles and create various rooms using those principles. (DOK level 4)

Core Activities and Corresponding Instructional Methods:

- Direct Instruction- Slides of design fails and discuss the problems in each room.
- View video - Design 2 Principles of Design, and complete worksheet.
- Direct instruction - proportion and scale
- Direct instruction – formal and informal balance
- Direct instruction on the five types of rhythm
- Direct Instruction – Emphasis in a room
- Individual - Complete a worksheet from the student workbook pg. 83 on Using the Principles of Design
- View video on the Golden Mean - <https://youtu.be/nGtayV9TWTM>
- Individual work - Principles of Design project
- Cooperative groups - Principles of Design review puzzle
- Complete Principles of Design test

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Assessments:

Diagnostic:

- What is meant by balance? Formal and informal.
- What is the emphasis in a room?
- What is meant by the Golden Rule?
- When looking at pictures ask students what they like about the room or dislike about the room?

Formative:

- Principles of Design worksheet pg. 83
- Evaluate and critique pictures and how the Principles of design are used
- Review Puzzle

Summative:

- Students will complete the Principles of Design project according to project guidelines
- Unit test on Principles of Design.

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UNIT 8: Furniture and Appliances

Days: 5 days

Standards Addressed:

1.6.11.A:
CC.1.5.11-12.A.:
11.1.12.B, C:
15.6.12.B, G, P:
11.2.12.A, H:
1.5.11.F:
1.6.11.A, B:
CC.8.6.11-12.I:

Reading anchors

CC.1.5.11-12.A, G:
CC.1.4.11-12.F, L:

Math anchors

CC.2.2.HS.C.6:

Eligible Content:

- How do furniture stores differ in price, quality, service, delivery and warranty coverage?
- What characteristics can be seen in higher quality furniture?
- What is meant by an antique, a collectible and reproduction?
- What information is provided by Energy labels on appliances?
- What is the purpose of a warranty?
- What guidelines should be followed to properly maintain upholstered furniture?

Objectives:

- To assess furniture stores that fit price range, quality, durability and warranty coverage preferred (DOK level 3)
- To identify characteristics of well-made furniture (DOK level 1)
- To compare energy efficiency labels on household appliances to determine which appliance best fits a family's needs, wants, and budget (DOK level 3)
- To use warranty context cues to identify the type of warranty. (DOK level 2).
- To apply furniture care guidelines for both upholstered and wood furniture (DOK level 4)

Core Activities and Corresponding Instructional Methods:

- Direct instruction - guidelines to follow when buying furniture from specialty, discount, second hand stores, warehouses, catalogs or internet
- Direct instruction on types of wood –hard or soft- and types of wood furniture joints
- Direct instruction - guidelines to follow when buying upholstered furniture – fabric care, patterns, designs, use, room and delivery.
- Direct instruction - Identify fabric protectors which can be put on fabrics to increase longevity
- Direct instruction on antique, collectible and reproduction furniture.
- Direct instruction - guidelines for buying major appliances and special features

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- Direct instruction - Energy efficiency labels and Energy Star Labels
- Individual - Energy guide quiz
- Direct instruction - types of warranties – full, limited, extended
- View in class video History Channel's - Home Technology
- Cooperative groups – Furniture and appliance review puzzle
- Complete Furniture and Appliance test

Assessments:

Diagnostic:

- List major appliances which need to be purchased for a new home.
- What would you base your choices on when buying an appliance?
- What does your warranty cover?
- What does the Energy Star label mean?

Formative:

- Hardwood and softwood samples
- Upholstered furniture binders for patterns
- Reading an energy label
- Review puzzle

Summative:

- Energy guide quiz
- Unit test on Furniture Styles and Appliances.

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UNIT 9: Final Project

Days: 14 days

Standards Addressed:

6.1.8.C:
6.5.9.B: 9.1.12.E:
11.1.12.C:
15.6.12.B, G:
15.6.12.P:
11.2.12.A, H:
1.5.11.F:
1.6.11.A, B:
CC.8.6.11-12.I:

Reading anchors

CC.1.5.11-12.A, D, F, G:
CC.1.4.11-12.F, L, T:

Math anchors

CC.2.2.HS.C.6:
A1.1.1.2:

Eligible Content:

- What needs and wants should be considered when looking to purchase a house for a family?
- How does a 15-year and a 30-year mortgage differ based on APR, down payment and term?
- What considerations are needed to maintain a monthly budget?
- How does a person determine the style and quality of furniture to use in the different rooms in a house?
- What considerations are necessary when purchasing household appliances?
- How does a person select a color scheme based on the people and use of the room?
- What Principles of Design are used when furnishing your room?

Objectives:

- To recognize the steps to follow in the house buying process. (DOK level 1)
- To calculate the highest purchase price a person can afford based on salary (DOK level 1)
- To calculate the monthly net, pay of a given salary (DOK 1)
- To compare houses based on needs, wants and affordability (DOK2)
- To revise dreams of a house based on affordability and family style (DOK level 3)
- To estimate the cost of living and create a budget (DOK level 3)
- To apply concepts of interior design when selecting furniture, appliances, accessories and color schemes to fit personal preferences and lifestyles. (DOK level 4)
- To create a project which allows a visual walk through their house, interior and exterior, displaying and explaining their idea of how they would like their future home to look. (DOK level 4)

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Core Activities and Corresponding Instructional Methods:

- Direct instruction - Final House project guidelines
- Randomly select cards of various family sizes and income and discuss how to determine the price of the house they can afford.
- Using internet Real Estate sites www.realtor.com, www.zillow.com to choose a house that fits family size, salary and personal preferences.
- Use internet sites www.roomstyler.com, www.floorplanner.com to create interior rooms to fit personal preferences.
- Use Microsoft Word to write descriptions for the house per room.

Assessments:

Diagnostic:

- Where would you like to live?
- How do you determine the price of a house you can afford?
- Can you live within your given budget?

Formative:

- Research real estate sites to find a house which fits salary and family

Summative:

- Students will complete Dream House project and turn in the following:
- Complete a PowerPoint slide show on their monthly expenses and if students are able to stay within their budget.
- Exterior picture of the house they will purchase.
- Appropriate room of choice decorated with furniture, accessories, and color schemes choice
- A brief description of the room explaining the choices and specific items of interest in the room. Descriptions are to be done on Microsoft word.

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Checklist to Complete and Submit with Curriculum:

- Hard copies of all supplemental resources not available electronically**
- The primary textbook form(s)**
- The appropriate payment form, in compliance with the maximum curriculum writing hours noted on the first page of this document**
- A USB/Flash Drive containing a single file that will print the curriculum in its intended sequence from beginning to end and all supplemental resources that are available in electronic format.**

Each principal and/or department chair has a schedule of First and Second Readers/Reviewers. Each Reader/Reviewer must sign & date below.

First Reader/Reviewer Printed Name Beth Pavinich

First Reader/Reviewer Signature Beth Pavinich **Date** 6/1/21

Second Reader/Reviewer Printed Name Heather Santarelli

Second Reader/Reviewer Signature _____ **Date** 6/15/21

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