



**VIRGINIA BEACH CITY PUBLIC SCHOOLS**  
CHARTING THE COURSE

***Department of Teaching & Learning***  
***Parent/Student Course Information***

***Introduction to Interior Design I***  
***(HE 8248)***  
***One Credit, One Year***  
***Grades 10-12***

*Counselors are available to assist parents and students with course selections and career planning. Parents may arrange to meet with the counselor by calling the school's guidance department.*

**COURSE DESCRIPTION**

Students' study of design includes the relationship that exist among all areas of home furnishings, fashion and housing design industry; related global and economics issues; exploration of careers in color, design and finishing; and the skills and characteristics necessary for success in interior environments industries. Students may complete this sequence of study by following the course with Introduction to Design II.

**CERTIFICATION**

American Association of Family & Consumer Sciences: Broad Field Family and Consumer Sciences Competency Assessment (for those students who have taken at least one other year-long FACS course)

**STUDENT ORGANIZATION**

Family, Career and Community Leaders of America (FCCLA)

FCCLA is a national career and technical student organization that promotes personal growth and leadership through Family and Consumer Sciences education. As part of the FACS curriculum, the FCCLA framework helps students develop character, think creatively and critically and prepare for careers through practical knowledge and specific skills.

**PREREQUISITE**

None

**OPTIONS FOR NEXT COURSE**

Independent Living

Introduction to Interior Design II

**REQUIRED STUDENT TEXTBOOK**

*Housing and Interior Design, 2017*

## COMPETENCIES FOR INTRODUCTION TO INTERIOR DESIGN I

### **Demonstrating Workplace Readiness Skills: Personal Qualities and People Skills**

- 1 Demonstrate positive work ethic.
- 2 Demonstrate integrity.
- 3 Demonstrate teamwork skills.
- 4 Demonstrate self-representation skills.
- 5 Demonstrate diversity awareness.
- 6 Demonstrate conflict-resolution skills.
- 7 Demonstrate creativity and resourcefulness.

### **Demonstrating Workplace Readiness Skills: Professional Knowledge and Skills**

- 8 Demonstrate effective speaking and listening skills.
- 9 Demonstrate effective reading and writing skills.
- 10 Demonstrate critical-thinking and problem-solving skills.
- 11 Demonstrate healthy behaviors and safety skills.
- 12 Demonstrate an understanding of workplace organizations, systems and climates.
- 13 Demonstrate lifelong-learning skills.
- 14 Demonstrate job-acquisition and advancement skills.
- 15 Demonstrate time-, task- and resource-management skills.
- 16 Demonstrate job-specific mathematics skills.
- 17 Demonstrate customer-service skills.

### **Demonstrating Workplace Readiness Skills: Technology Knowledge and Skills**

- 18 Demonstrate proficiency with technologies common to a specific occupation.
- 19 Demonstrate information technology skills.
- 20 Demonstrate an understanding of Internet use and security issues.
- 21 Demonstrate telecommunications skills.

### **Examining All Aspects of an Industry**

- 22 Examine aspects of planning within an industry/organization.
- 23 Examine aspects of management within an industry/organization.
- 24 Examine aspects of financial responsibility within an industry/organization.
- 25 Examine technical and production skills required of workers within an industry/organization.
- 26 Examine principles of technology that underlie an industry/organization.
- 27 Examine labor issues related to an industry/organization.
- 28 Examine community issues related to an industry/organization.
- 29 Examine health, safety and environmental issues related to an industry/organization.

### **Addressing Elements of Student Life**

- 30 Identify the purposes and goals of the student organization.
- 31 Explain the benefits and responsibilities of membership in the student organization as a student and in professional/civic organizations as an adult.
- 32 Demonstrate leadership skills through participation in student organization activities, such as meetings, programs and projects.
- 33 Identify Internet safety issues and procedures for complying with acceptable use standards.

### **Balancing Work and Family**

- 34 Analyze the meaning of work and the meaning of family.
- 35 Compare how families affect work life and how work life affects families.
- 36 Identify management strategies for balancing work and family roles.

### **Examining Careers and Professional Practices**

- 37 Research careers in the interior design field.
- 38 Describe ways in which related design professionals interact.
- 39 Identify ethical business practices.
- 40 Identify professional interior design organizations.
- 41 Create a career portfolio.

### **Investigating Influences on Interior Design**

- 42 Identify physical and psychological needs related to interior environments.
- 43 Identify characteristics of architectural styles of housing.
- 44 Determine how environmental sustainability and ecological issues affect interior design.
- 45 Examine governmental health, safety, and welfare regulations related to interior design.
- 46 Assess the impact of recent technology on interior environment decisions.
- 47 Describe features of universal design.
- 48 Describe ergonomics, anthropometrics and human comfort theories.
- 49 Analyze trends that affect building and interior design decisions.

### **Understanding Construction Practices and Materials**

- 50 Construct a career lattice in the early childhood education industry that progresses from entry-level to professional positions.
- 51 Interview an early childhood education professional.
- 52 Describe the needs of children at various ages regarding space, equipment, materials management and room or area arrangement.

### **Understanding Materials Used in Interior Design**

- 53 Identify the properties of materials used in commercial and residential interiors.
- 54 Identify ways materials are used in interiors.
- 55 Demonstrate uses of materials in interior design.

### **Understanding Furniture and Cabinetry Design**

- 56 Identify styles of furniture.
- 57 Identify types of furniture.
- 58 Identify types of cabinetry.

### **Demonstrating Technical Skills**

- 59 Make measurements to a tolerance of plus or minus 1/8 inch.
- 60 Compute areas and volumes commonly required in interior spaces.
- 61 Develop a schematic, using sketching.
- 62 Draw a floor plan of a furnished space to scale.
- 63 Draw a wall elevation to scale.
- 64 Construct textile products used in interiors.

### **Interpreting the Elements and Principles of Design**

- 65 Interpret the elements of design (space, line, form/shape, texture, and color).
- 66 Interpret the principles of design (balance, proportion, scale, rhythm, emphasis and harmony).
- 67 Describe the principles of color theory.

## **Developing a Design**

- 68 Determine the scope of a simulated project.
- 69 Research products and design solutions to satisfy a hypothetical client's preferences and needs.
- 70 Design a space that meets a residential or commercial purpose.
- 71 Create a color scheme for a simulated project, using the principles of color theory.
- 72 Select interior finishes for a simulated project.
- 73 Demonstrate arrangement of furniture, fixtures and equipment (FF&E) for a simulated project.
- 74 Demonstrate arrangement of accessories for a simulated project.
- 75 Create a presentation display for a hypothetical client's approval.
- 76 Present a design and products that satisfy a hypothetical client's preferences and needs.

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