

**Human Services Cluster  
Foundations of Interior Design  
Course Number: 20.44100**

**Course Description:**

This course introduces the student to the basic fundamentals of design and the interior design profession. The skills taught throughout the course will allow the student to investigate and explore the various careers within the aspects of interior design. Students will gain knowledge of the history of interior furnishings. Basic mathematics, English language arts and science skills will be incorporated throughout the curriculum. Individual work, teamwork and presentation skills will also be incorporated into the curriculum. Upon completion of the interior design curriculum, students will have acquired the basic skills that will allow them to make a well educated move to the postsecondary level.

**Course Standard 1**

**HUM-FID-1**

The following standard is included in all CTAE courses adopted for the Career Cluster/Pathways. Teachers should incorporate the elements of this standard into lesson plans during the course. The topics listed for each element of the standard may be addressed in differentiated instruction matching the content of each course. These elements may also be addressed with specific lessons from a variety of resources. This content is not to be treated as a unit or separate body of knowledge but rather integrated into class activities as applications of the concept.

**Standard: Demonstrate employability skills required by business and industry.**

The following elements should be integrated throughout the content of this course.

**1.1 Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities.**

Person-to-Person Etiquette	Telephone and Email Etiquette	Cell Phone and Internet Etiquette	Communicating At Work	Listening
Interacting with Your Boss	Telephone Conversations	Using Blogs	Improving Communication Skills	Reasons, Benefits, and Barriers
Interacting with Subordinates	Barriers to Phone conversations	Using Social Media	Effective Oral Communication	Listening Strategies
Interacting with Co-workers	Making and Returning Calls		Effective Written Communication	Ways We Filter What We Hear
Interacting with Suppliers	Making Cold Calls		Effective Nonverbal Skills	Developing a Listening Attitude
	Handling Conference Calls		Effective Word Use	Show You Are Listening
	Handling Unsolicited Calls		Giving and Receiving Feedback	Asking Questions
				Obtaining Feedback
				Getting Others to Listen

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<b>Nonverbal Communication</b>	<b>Written Communication</b>	<b>Speaking</b>	<b>Applications and Effective Résumés</b>
Communicating Nonverbally	Writing Documents	Using Language Carefully	Completing a Job Application
Reading Body Language and mixed Messages	Constructive Criticism in Writing	One-on-One Conversations	Writing a Cover Letter
Matching Verbal and Nonverbal communication		Small Group Communication	Things to Include in a Résumé
Improving Nonverbal Indicators		Large Group Communication	Selling Yourself in a Résumé
Nonverbal Feedback		Making Speeches	Terms to Use in a Résumé
Showing Confidence Nonverbally		Involving the Audience	Describing Your Job Strengths
Showing Assertiveness		Answering Questions	Organizing Your Résumé
		Visual and Media Aids	Writing an Electronic Résumé
		Errors in Presentation	Dressing Up Your Résumé

### 1.2 Demonstrate creativity by asking challenging questions and applying innovative procedures and methods.

<b>Teamwork and Problem Solving</b>	<b>Meeting Etiquette</b>
Thinking Creatively	Preparation and Participation in Meetings
Taking Risks	Preparation and Participation in Meetings
Building Team Communication	Conducting Two-Person or Large Group Meetings
	Inviting and Introducing Speakers
	Facilitating Discussions and Closing
	Preparing Visual Aids
	Virtual Meetings

### 1.3 Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations.

<b>Problem Solving</b>	<b>Customer Service</b>	<b>The Application Process</b>	<b>Interviewing Skills</b>	<b>Finding the Right Job</b>
Transferable Job Skills	Gaining Trust and Interacting with Customers	Providing Information, Accuracy and Double Checking	Preparing for an Interview	Locating Jobs and Networking
Becoming a Problem Solver	Learning and Giving Customers What They Want	Online Application Process	Questions to Ask in an Interview	Job Shopping Online
Identifying a Problem	Keeping Customers Coming Back	Following Up After Submitting an Application	Things to Include in a Career Portfolio	Job Search Websites
Becoming a Critical Thinker	Seeing the Customer's Point	Effective Résumés:	Traits Employers are Seeking	Participation in Job Fairs
Managing	Selling Yourself and the Company	Matching Your Talents to a Job	Considerations Before Taking a Job	Searching the Classified Ads
	Handling Customer Complaints	When a Résumé Should be Used		Using Employment Agencies
	Strategies for Customer Service			Landing an Internship
				Staying Motivated to Search

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**1.4 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.**

<b>Workplace Ethics</b>	<b>Personal Characteristics</b>	<b>Employer Expectations</b>	<b>Business Etiquette</b>	<b>Communicating at Work</b>
Demonstrating Good Work Ethic	Demonstrating a Good Attitude	Behaviors Employers Expect	Language and Behavior	Handling Anger
Behaving Appropriately	Gaining and Showing Respect	Objectionable Behaviors	Keeping Information Confidential	Dealing with Difficult Coworkers
Maintaining Honesty	Demonstrating Responsibility	Establishing Credibility	Avoiding Gossip	Dealing with a Difficult Boss
Playing Fair	Showing Dependability	Demonstrating Your Skills	Appropriate Work Email	Dealing with Difficult Customers
Using Ethical Language	Being Courteous	Building Work Relationships	Cell Phone Etiquette	Dealing with Conflict
Showing Responsibility	Gaining Coworkers' Trust		Appropriate Work Texting	
Reducing Harassment	Persevering		Understanding Copyright	
Respecting Diversity	Handling Criticism		Social Networking	
Making Truthfulness a Habit	Showing Professionalism			
Leaving a Job Ethically				

**1.5 Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills.**

<b>Expected Work Traits</b>	<b>Teamwork</b>	<b>Time Management</b>
Demonstrating Responsibility	Teamwork Skills	Managing Time
Dealing with Information Overload	Reasons Companies Use Teams	Putting First Things First
Transferable Job Skills	Decisions Teams Make	Juggling Many Priorities
Managing Change	Team Responsibilities	Overcoming Procrastination
Adopting a New Technology	Problems That Affect Teams	Organizing Workspace and Tasks
	Expressing Yourself on a Team	Staying Organized
	Giving and Receiving Constructive Criticism	Finding More Time
		Managing Projects
		Prioritizing Personal and Work Life

**1.6 Present a professional image through appearance, behavior and language.**

<b>On-the-Job Etiquette</b>	<b>Person-to-Person Etiquette</b>	<b>Communication Etiquette</b>	<b>Presenting Yourself</b>
Using Professional Manners	Meeting Business Acquaintances	Creating a Good Impression	Looking Professional
Introducing People	Meeting People for the First Time	Keeping Phone Calls Professional	Dressing for Success
Appropriate Dress	Showing Politeness	Proper Use of Work Email	Showing a Professional Attitude
Business Meal Functions		Proper Use of Cell Phone	Using Good Posture
Behavior at Work Parties		Proper Use in Texting	Presenting Yourself to Associates
Behavior at Conventions			Accepting Criticism
International Etiquette			Demonstrating Leadership
Cross-Cultural Etiquette			
Working in a Cubicle			

## **Support of CTAE Foundation Course Standards and Common Core GPS and Georgia Performance Standards**

### **L9-10RST 1-10 and L9-10WHST 1-10:**

Common Core ELA/Literacy standards have been written specifically for technical subjects and have been adopted as part of the official standards for all CTAE courses. Additional Common Core ELA/Literacy standards for Speaking and Listening are listed in the foundational course standards below.

## **Course Standard 2**

### **HUM-FID-2**

#### **Explore and identify career options within the field of interior design.**

- 2.1 Differentiate and discuss the preparation, training, and educational levels of a decorator versus a designer.
- 2.2 Discuss the importance of professional organizations related to interior design.
- 2.3 Identify and discuss sustainability issues and environmental issues.
- 2.4 Identify and discuss various avenues and careers within the fields of professional interior design.

## **Course Standard 3**

### **HUM-FID-3**

#### **Discuss issues of professional practice.**

- 3.1 Identify a network for professional design resources for interior design businesses.
- 3.2 Research specific trade and professional publications.
- 3.3 Determine and list required documents for a design project.
- 3.4 Explore the ethics of professional practice.

## **Course Standard 4**

### **HUM-FID-4**

#### **Examine the designer-client relationship.**

- 4.1 Describe personal qualities needed to work with clients effectively.
- 4.2 Identify characteristics necessary to communicate effectively both verbally and visually with a client.
- 4.3 Discuss the different presentation methods and when you might use each when working with a client.
- 4.4 Identify other participants that might be involved in a designer– client relationship, (e.g., architect, builder) and the importance of coordinating schedules, contracts, specifications and details to all parties for the desired end result.

## **Course Standard 5**

### **HUM-FID-5**

#### **Explain the principles and elements of design.**

- 5.1 Define the principles of design and illustrate uses such as: harmony, balance, proportion, scale, contrast, dominance, opposition, principality, rhythm, subordination and transition.
- 5.2 Define the elements of design and illustrate their use: line, form, color, light, material, space and texture.
- 5.3 Identify the different color schemes and how they play a role in the atmosphere you are trying to create.
- 5.4 Understand the interrelationship of the elements and principles of design.
- 5.5 Evaluate the psychological impact that elements and principles of design have on an individual.

## Course Standard 6

### HUM-FID-6

#### Explore floor plans and importance in interior design.

- 6.1 Discuss dimensional floor plans and elevations.
- 6.2 Identify the elements of a floor plan.
- 6.3 Identify the architectural blueprint symbols, dimensions, and practices.
- 6.4 Demonstrate a perspective sketch and discuss their importance in the industry.
- 6.5 Create floor plans using computer design software.

## Course Standard 7

### HUM-FID-7

#### Discuss space planning and traffic patterns.

- 7.1 Describe the typical rooms in a residence and the desired characteristics of each.
- 7.2 Identify the space requirements for each basic room and the concept of “planning for people.”
- 7.3 Identify traffic patterns in a floor plan.
- 7.4 Describe the advantages and disadvantages to different floor plans and arrangements of furniture, as it relates to traffic patterns.
- 7.5 Analyze the design process of a variety of rooms with existing constraints, and how to best utilize the space.

## Course Standard 8

### HUM-FID-8

#### Synthesize programming concepts that pertain to residential design.

- 8.1 Assess client needs and develop a design concept - schematic design.
- 8.2 Understand spatial needs based on clients specifications - design development.
- 8.3 Demonstrate each step in the design process - schematic design, design development and construction development.

## Course Standard 9

### HUM-FID-9

#### Synthesize programming concepts that pertain to commercial design.

- 9.1 Assess client needs and develop a design concept - schematic design.
- 9.2 Understand spatial needs based on clients specifications – design development.
- 9.3 Demonstrate each step in the design process.

## Course Standard 10

### HUM-FID-10

#### Evaluate the relationship of human factors in interior design projects.

- 10.1 List the human factors of ergonomics, anthropometrics and proxemics that could impact a design.
- 10.2 Demonstrate knowledge of how the dimensions of the human body influence the outcome of a specific design project.
- 10.3 Justify specific human, environmental, or ergonomic factor for projects.
- 10.4 Determine and discuss aspects of ADA compliance and universal design.

## Course Standard 11

### HUM-FID-11

**Apply the current use of technology as related to the study of Interior Design.**

- 11.1 Demonstrate the ability to use interior design services software.
- 11.2 Apply presentation methods through the use of technology.

## Course Standard 12

### HUM-FID-12

**Examine how related student organizations are integral parts of career and technology education courses through leadership development, school and community service projects, and competitive events.**

- 12.1 Research the history of FCCLA.
- 12.2 Discuss the mission, purpose, motto, colors, official dress and other distinguishing characteristics of FCCLA.
- 12.3 Explain how participation in FCCLA can promote lifelong responsibility for community service and professional growth and development.
- 12.4 Create a personal leadership plan to participate in programs, conferences, community service and competitive events on the local, state, and national level that align with the competencies, skills and knowledge of this course.