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
Workplace Readiness Skills for the Commonwealth Examination

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 Professional Competencies
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.
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.
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.
22. Demonstrate workplace safety.

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

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

Exploring Work-Based Learning
35. Identify the types of work-based learning (WBL) opportunities.
36. Reflect on lessons learned during the WBL experience.
37. Explore career opportunities related to the WBL experience.
38. Participate in a WBL experience, when appropriate (optional).

Balancing Work and Family
39 Analyze the meaning of work and the meaning of family.
40 Compare how families affect work life and how work life affects families.
41 Identify management strategies for balancing work and family roles.

Examining Careers and Professional Practices
42 Research careers in the interior design profession.
43 Identify professional interior design organizations.
44 Describe ways that design professionals collaborate.
45 Identify ethical business practices.
46 Develop a professional portfolio.

Investigating Influences on Interior Design
47 Identify physical and psychological needs related to interior environments.
48 Identify architectural styles.
49 Determine how environmental sustainability and ecological issues affect interior design.
50 Examine governmental health, safety, and welfare regulations related to interior design.
51 Assess the effect of technology on interior environment decisions.
52 Describe features of universal design.
53 Describe ergonomics, anthropometrics and human comfort theories.
54 Analyze trends that affect building and interior design decisions.

Understanding Construction Practices
55 Interpret technical documents and their components.
56 Identify the basic structural components of a building.

Understanding Materials Used in Interior Design
57 Identify construction materials used in interior spaces.
58 Evaluate the properties, function, and care of materials used in interiors.
59 Demonstrate uses of materials in interior design.

Understanding Furniture and Cabinetry Design
60 Identify styles of furniture.
61 Identify types of furniture.
62 Identify types of cabinetry.

Demonstrating Technical Skills
63 Demonstrate measuring skills.
64 Compute areas and volumes commonly required in interior spaces.
65 Develop a schematic drawing.
66 Produce a floor plan of a furnished space to scale.
67 Produce a wall elevation to scale.
68 Construct textile products used in interiors.

Interpreting the Elements and Principles of Design
69 Interpret the elements of design (space, line, form/shape, texture and color).
70 Interpret the principles of design (e.g., unity, balance, rhythm, emphasis, contrast, scale and proportion).
71 Describe the principles of color theory.

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

Notice of Non-Discrimination Policy

Virginia Beach City Public Schools does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation/gender identity, pregnancy, childbirth or related medical condition, disability, marital status, age, genetic information or veteran status in its programs, activities, employment, or enrollment, and provides equal access to the Boy Scouts and other designated youth groups. School Board policies and regulations (including, but not limited to, Policies 2-33, 4-4, 5-7, 5-19, 5-20, 5-44, 6-33, 6-7, 7-48, 7-49, 7-57 and Regulations 4-4.1, 4-4.2, 5-44.1, 7-11.1, 7-17.1 and 7-57.1) provide equal access to courses, programs, enrollment, counseling services, physical education and athletic, vocational education, instructional materials, extracurricular activities and employment.

Title IX Notice: Complaints or concerns regarding discrimination on the basis of sex or sexual harassment should be addressed to the Title IX Coordinator, at the VBCPS Office of Student Leadership, 641 Carriage Hill Road, Suite 200, Virginia Beach, 23452, (757) 263-2020, Mary.Dees@vbschools.com (student complaints) or the VBCPS Department of School Leadership, 2512 George Mason Drive, Municipal Center, Building 6, Virginia Beach, Virginia, 23456 (757) 263-1088, Elizabeth.Bryant@vbschools.com (employee complaints). Additional information regarding Virginia Beach City Public Schools' policies regarding discrimination on the basis of sex and sexual harassment, as well as the procedures for filing a formal complaint and related grievance processes, can be found in School Board Policy 5-44 and School Board Regulations 5-44.1 (students), School Board Policy 4-4 and School Board Regulation 4-4.3 (employees), and on the School Division's website at Diversity, Equity and Inclusion/Title IX. Concerns about the application of Section 504 of the Rehabilitation Act should be addressed to the Section 504 Coordinator/Executive Director of Student Support Services at (757) 263-1980, 2512 George Mason Drive, Virginia Beach, Virginia, 23456 or the Section 504 Coordinator at the student's school. For students who are eligible or suspected of being eligible for special education or related services under IDEA, please contact the Office of Programs for Exceptional Children at (757) 263-2400, Plaza Annex/Family and Community Engagement Center, 641 Carriage Hill Road, Suite 200, Virginia Beach, VA 23452.

The School Division is committed to providing educational environments that are free of discrimination, harassment, and bullying. Students, staff, parents/guardians who have concerns about discrimination, harassment, or bullying should contact the school administration at their school. Promptly reporting concerns will allow the school to take appropriate actions to investigate and resolve issues. School Board Policy 5-7 addresses non-discrimination and anti-harassment, Policy 5-44 addresses sexual harassment and discrimination based on sex or gender. Policy 5-36 and its supporting regulations address other forms of harassment.

Alternative formats of this publication which may include taped, Braille, or large print materials are available upon request for individuals with disabilities. Call or write The Department of Teaching and Learning, Virginia Beach City Public Schools, 2512 George Mason Drive, P.O. Box 6038, Virginia Beach, VA 23456-0038. Telephone 263-1070 (voice); fax 263-1424; 263-1240 (TDD) or email at Kathleen.Vuono@vbschools.com.

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VIRGINIA BEACH
CITY PUBLIC SCHOOLS
CHARTING THE COURSE

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