

# Housing and Living Environments

## Grades 9-12

**Units of Credit:** One Semester (Elective)

**Prerequisites:** None

### **Course Description:**

Housing and Living Environments introduces students to basic architectural design of interior and exterior living spaces within the home and work environments. Students study the elements and principles of design and explore current and future trends in architectural design that affect housing decisions. Technology aids students in design planning as well as addressing new, innovative technological advances in the areas of textiles and furnishings. In addition, various careers in the industry are emphasized.

### **Topics:**

- Furniture and Housing Styles and Design
- Housing Needs
- Elements and Principles of Design
- Housing Related Projects
- Floor Planning

*NOTE: Throughout this document, learning target types are identified as knowledge (“K”), reasoning (“R”), skill (“S”), or product (“P”).*

**STANDARD 1: Students experience various career opportunities and assess personal career pathways.**

### **Benchmark 1:**

Explore and identify personal interests, aptitudes, and abilities and develop strategies to achieve tentative career goals.

### **Learning Targets (Type):**

1. I can use Montana Career Information Systems (MCIS) and/or other systems or web resources to investigate and evaluate my personal interests, aptitudes and abilities. (S)
2. I can formulate tentative career goals. (R)
3. I can evaluate approaches for meeting my goals. (R)

### **Benchmark 2:**

Utilize local resources to research career plans.

### **Learning Targets (Type):**

1. I can identify local resources to develop career plans. (K)
2. I can contact my school career counselor or teacher to pursue career pathways. (S)

### **Benchmark 3:**

Recognize the interrelationships of family, community, career, and leisure roles.

### **Learning Targets (Type):**

1. I can describe the importance of balance between family and community in regards to career and leisure activities. (K)

2. I can compare and contrast the needs of career and leisure activities and how they relate to and/or affect family and community. (*R*)

**STANDARD 2: Students demonstrate an understanding and apply principles of Resource Management (i.e., financial, time, personal management)**

**Benchmark 1:**

Prepare a budget and keep financial records.

**Learning Targets (Type):**

1. I can research and report cost of materials and time. (*R,S*)
2. I can document financial inputs and outputs. (*S*)
3. I can identify the necessity to maintain accurate financial records. (*K*)
4. I can stay within a fixed budget. (*S,P*)

**Benchmark 2:**

Prioritize, allocate time, prepare and follow schedules to complete a project.

**Learning Targets (Type):**

1. I can estimate the required time to complete a project. (*R*)
2. I can prioritize resources, equipment and tasks. (*R*)
3. I can reflect upon completion. (*K*)

**Benchmark 3:**

Apply appropriate time to task.

**Learning Targets (Type):**

1. I can implement a time schedule for task completion. (*S*)

**Benchmark 4:**

Use physical resources wisely to accomplish a goal.

**Learning Targets (Type):**

1. I can identify the resources necessary to accomplish the task. (*K*)
2. I can maintain the tools of the trade. (*S*)
3. I can maximize the use of my resources. (*S*)

**STANDARD 3: Students acquire and utilize personal and leadership skills to become successful, productive citizens.**

**Benchmark 1:**

Demonstrate active leadership skills by participation in group activities and projects.

**Learning Targets (Type):**

1. I can investigate various leadership styles. (*R*)
2. I can apply leadership styles in group activities and projects. (*R*)

**Benchmark 2:**

Demonstrate positive personal and work ethics.

**Learning Targets (Type):**

1. I can show up for class and work on time. (*S*)
2. I can develop personal and work related goals. (*K,P*)
3. I can describe ethical behavior in the workplace. (*K*)

**Benchmark 3:**

Demonstrate skills to be a productive citizen.

**Learning Targets (Type):**

1. I can develop professional relationships with community members. (*S*)
2. I can contribute to my community in a positive manner. (*S,P*)

**Benchmark 4:**

Apply self-esteem building practices.

**Learning Targets (Type):**

1. I can define and provide evidence of my strengths in my career interest areas. (*K,S*)
2. I can persevere through set backs and stay focused on my goals. (*S*)

**Benchmark 5:**

Demonstrate appreciation for diverse perspective needs and characteristics.

**Learning Targets (Type):**

1. I can develop a working relationship with diverse populations. (*K,S*)
2. I can demonstrate communication skills that contribute to positive relationships. (*S*)
3. I can work to understand diverse points of view. (*R*)

**Benchmark 6:**

Practice several methods of effective communication.

**Learning Targets (Type):**

1. I can demonstrate good listening skills. (*S*)
2. I can effectively communicate verbally through collaborative projects. (*S,P*)
3. I can develop quality written professional communications. (*P*)

**STANDARD 4: Students acquire and demonstrate current technical skills leading to an occupation.**

**Benchmark 1:**

Practice technical skills and procedures required for an occupation.

**Learning Targets (Type):**

1. I can demonstrate the elements of principles and design. (*S*)
2. I can identify architectural styles based on historical design. (*K*)
3. I can identify my personal design style. (*K*)
4. I can read floor plan symbols and apply them to a project. (*S*)
5. I can listen to a clients needs and apply them to a project. (*S*)
6. I can design a project within a budget. (*P*)
7. I can identify furniture styles. (*K*)
8. I can create seasonal home decorations.

**Benchmark 2:**

Practice safe and appropriate use of technology.

**Learning Targets (Type):**

1. I can research costs of housing around the nation related to the local area. (*S*)
2. I can utilize design programs. (*S,R*)
3. I can identify and use appropriate architectural templates. (*K, S*)
4. I can create accessory projects. (*P*)

**Benchmark 3:**

Select the appropriate tools, equipment, and procedures for the task.

**Learning Targets (Type):**

1. I can create and modify a floor plan project utilizing appropriate architectural templates. (*P,S*)
2. I can draw a floor plan to scale. (*P*)

3. I can select the appropriate tools of the trade for the task. (*S*)
4. I can select interior backgrounds and furnishings for the floor plan project. (*K,R*)

**Benchmark 4:**

Manage and maintain technological tools and follow troubleshooting protocol.

**Learning Targets (Type):**

1. I can identify problem areas in floor plans and make adjustments. (*K,P*)
2. I can access computer programs for architectural design and furniture styles. (*S*)

**Benchmark 5:**

Apply technical information to a variety of sources.

**Learning Targets (Type):**

1. I can determine the square footage of a room. (*S*)
2. I can read and understand energy usage related to the housing industry. (*K*)
3. I can determine resources needed for projects. (*S*)
4. I can identify earth friendly green projects for the home. (*K*)
5. I can explain the importance of backgrounds in home design. (*K*)
6. I can analyze mechanical systems and placement for the floor plan project. (*R*)
7. I can analyze traffic patterns in floor plans. (*R*)

**STANDARD 5: Students know and demonstrate the requirements of the workplace through authentic application.**

**Benchmark 1:**

Practice and demonstrate academic and technical skills to a workplace setting.

**Learning Targets (Type):**

1. I can practice, and demonstrate my technical workplace skills in my school lab. (*S*)
2. I can research, write and present on the technical content utilizing academic skills found in workplace settings. (*R,S,P*)

**Benchmark 2:**

Apply the concepts of entrepreneurship.

**Learning Targets (Type):**

1. I can explain the concepts of entrepreneurship. (*K*)
2. I can demonstrate the concepts of entrepreneurship through a unique project. (*R,S*)
3. I can present my unique project to an authentic audience. (*S,P*)

**Benchmark 3:**

Identify possible outcomes and consequences of decisions.

**Learning Targets (Type):**

1. I can identify possible consequences of carelessness and horseplay. (*K*)
2. I can explain potential outcomes of not following directions, (i.e. safety, guidelines, rubrics). (*R*)

**Benchmark 4:**

Use acceptable industry standard equipment in a school setting.

**Learning Targets (Type):**

1. I can successfully use industry standard equipment available to me to produce an authentic product within budget constraints. (*S,R,P*)