

**CAREER AND LIFE SKILLS EDUCATION
RENTON SCHOOL DISTRICT #403
Renton, Washington**



**INTERIOR DESIGN/DESIGN
*Curriculum Guide***

Approved by the Board: March 26, 2003

If you have special needs which require this document to be provided in an alternative format, please contact the school principal (or program director) or Kay Hermann, ADA/509 Compliance Coordinator, 425-204-2421, 300 S.W. 7th St., Renton, WA 98055-2307.

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RENTON SCHOOL DISTRICT #403
Renton, Washington

A PHILOSOPHY OF EDUCATION FOR THE RENTON PUBLIC SCHOOLS

A basic function and duty of a free society is the education of its children, youth and adults.

It is the responsibility of the schools to provide each student with the opportunities necessary to develop the scholarship, skills and attitudes which will enable the student to achieve mental, physical, emotional and social maturity.

Further, each student should, as a result of the school experience, be able to make decisions and to accept responsibility for those decisions.

POLICY: 6001

ADOPTED: February 3, 1977
Renton School District No. 403
Renton, Washington

Renton School District #403 recognizes the need for every graduate to have acquired job entry skills or at least to possess a level of knowledge and skills permitting continued training after high school.

RENTON SCHOOL DISTRICT NO. 403
Renton, Washington

General Instructional Goals
Policy 6010

The Renton School District fosters an educational process which helps all students achieve at their highest potential.

The Renton School District:

LEARNING

- Offers a curriculum which prepares our students for the future.
- Emphasizes that diversity contributes positively to the individual and to the community.
- Provides learning experiences matched to the needs, interests, and abilities of our diverse student population.
- Extends learning opportunities beyond the school.

INSTRUCTION

- Offers a variety of high quality instructional resources and services to students, staff, and community.
- Supports multiple instructional strategies.
- Provides resources and opportunities for continuing professional development of our staff.
- Conducts ongoing evaluations of our instructional programs.
- Maintains safe and inviting facilities that are conducive to learning.

COMMUNITY

- Creates partnerships which involve students, parents, staff and other community members and organizations.
- Promotes effective communication.
- Values and encourages development of a spirit of community service.
- Respects the rights and responsibilities of all.

As a result of the educational process in Renton, students will understand and apply:

Language skills including reading, writing and communication, with opportunities to learn world languages.

Mathematics skills including concepts, procedures, problem solving, reasoning, and mathematical language.

Science Skills including concepts, principles, and the scientific process.

Social studies skills, concepts, and processes - emphasizing history, geography, economics, international perspectives, multiculturalism, and participatory democracy.

Arts and humanities skills, concepts, and processes to create, perform, and solve problems and respond effectively.

Health and physical education skills, concepts, and processes to promote lifelong physical, mental and social well being.

In order to strengthen the above curricular areas, Renton students will understand and apply:

Thinking skills including the ability to - gather and analyze information, think logically, critically and creatively, integrate experience and knowledge in making reasoned judgments, and solve problems.

Career and life skills necessary for successful and responsible participation in family, work and community.

Technological skills to support learning, problem solving, and communication.

Skills necessary to be a lifelong learner and a contributor to the general welfare and the quality of life for all.

EVALUATION: The Renton School District regularly reviews, evaluates and modifies these General Instructional Goals to meet the changing needs of students, staff and community.

CAREER AND LIFE SKILLS EDUCATION
RENTON SCHOOL DISTRICT #403
Renton, Washington

Program Goals

GOAL 1: PROVIDE HIGH QUALITY CAREER AND LIFE SKILLS EDUCATION PROGRAMS AND SERVICE

Objectives:

- A. Assure that students completing Career and Life Skills Education programs have technical and behavioral competencies and basic skills sufficient to succeed in the workplace or higher education.
- B. Establish course and/or program transferability and articulation processes among K-12, community and technical colleges, private schools, colleges and universities, industry, apprentice-related training, and military training.
- C. Establish and regularly review standards for all Career and Life Skills Education programs.
- D. Evaluate Career and Life Skills programs based on standards, objectives, placements, job performance, costs, and community/industry acceptance.
- E. Utilize global, national, state, regional, and local data and advisory committee recommendations to identify appropriate curriculum and course offerings, program standards which meet the need of families, communities, business and industry.
- F. Provide facilities, equipment and instructional programs which meet the needs of a changing workplace.
- G. Revise or discontinue these programs that no longer meet the needs of students, business, labor, industry, and/or the community.
- H. Provide qualified instructors and administrators for Career and Life Skills Education based on relevant certification standards.
- I. Develop and utilize competency-based curricula for Career and Life Skills Education programs.

GOAL 2: CONTRIBUTE TO THE ECONOMIC DEVELOPMENT OF THE STATE

Objectives:

- A. Facilitate cooperation between public and private sector entities.
- B. Establish new Career and Life Skills programs based on existing and projected employment needs/demands and entrepreneurial opportunities.
- C. Work cooperatively with the public and private sectors, economic development organizations, labor, and educational institutions to provide creative, targeted programs that meet the needs of youth in economically depressed areas.
- D. Provide family life education programs which serve to strengthen families and contribute to the effectiveness of workers in managing their consumer and family roles and in their careers.
- E. Strengthen management skills for those seeking employment in worker owned and managed businesses.
- F. Create a stronger working partnership with Team Washington and other economic agencies and the associate development organizations.

GOAL 3: ASSURE ALL INDIVIDUALS EQUAL ACCESS TO CAREER AND LIFE SKILLS EDUCATION PROGRAMS, SERVICES, AND ACTIVITIES

Objectives:

- A. Provide Career and Life Skills programs, services, and activities that are free from racial, socio-economic, age, ethnic or sex bias, discrimination or stereotyping.
- B. Provide access to barrier-free Career and Life Skills Education programs.
- C. Actively recruit under-represented groups to all aspects of Career and Life Skills Education.
- D. Provide supportive services which promote entrance and success in Career and Life Skills programs.

GOAL 4: PROVIDE/UTILIZE AN INTEGRATED STATE PLANNING PROCESS

Objectives:

- A. Involve business, industry, agriculture, labor and other governmental and educational agencies in the planning processes at the state and local levels to ensure that establishment of delivery objectives and budget priorities.
- B. Identify instructional area/programs based on demand, placements, training needs, program costs, and follow-up.
- C. Utilize local, regional, state, national and global employment data, trends and advisory committees/organizations in identifying program offerings.

GOAL 5: PROVIDE AND MARKET CAREER AND LIFE SKILLS EDUCATION

Objectives:

- A. Increase public awareness, understanding, and acceptance of Career and Life Skills Education.
- B. Actively involve students, parents, community leaders, legislators, labor representatives, business organizations, industry, representatives, and other decision-makers from state and local arenas in Career and Life Skills Education program events and issues.

GOAL 6: PROVIDE INDIVIDUALS WITH CAREER DEVELOPMENT PROGRAMS AND EXPERIENCES

Objectives:

- A. Provide career orientation, exploration, occupational information, self-appraisal, and educational planning.
- B. Provide instruction in job search, job retention and job change skills and further education pursuits.
- C. Assure that Career and Life Skills Education programs encompass demands of today's workplace and include attitudinal, employability, leadership, basic interpersonal, and job specific skills.

GOAL 7: ASSURE A QUALITY STAFF DEVELOPMENT PROGRAM

Objectives:

- A. Provide appropriate channels for advisory committee recommendations in the program and policy-making process.
- B. Provide in-service training opportunities for local advisory committee members.
- C. Provide in-service training for administrators and Career and Life Skills instructors regarding the effective use of advisory committees.

CAREER AND LIFE SKILLS EDUCATION

RENTON SCHOOL DISTRICT NO.403

Renton, Washington

Program Description

Renton School District #403 operates a comprehensive Career and Life Skills Education Program through its four comprehensive high schools and two alternative programs. The district also participates in two countywide Tech Prep consortia with local community, technical colleges as well as universities. This partnership allows students to earn college credit while still enrolled in high school programs. Secondary and post-secondary curricula are coordinated and students master and achieve skills, concepts, and technical competencies in high school that articulate with college programs. Students earn credit towards high school graduation and college technical programs at their home high schools.

The focus has changed in recent years from an emphasis on only job preparation to one of career exploration and support of core academic skill development. While skill development and employment readiness is still a primary goal, emphasis has been placed on career exploration, career pathway preparation, and post-secondary articulation.

The **Family and Consumer Science Education Program** is offered at Hazen, Lindbergh, Renton, Black River High Schools, and Sartori Education Center. The program is comprised of the following: Careers in Education; Careers with Children; Child Development; Creative Foods/Nutrition; Family Health; Health Club; Independent Living; Interior Design/Living Environments; Personal Choices; Teen Parenting/GRADS; and American Sign Language. School district and community sites provide applied work-based learning opportunities for program students.

The **Business Education Program** is offered in the District's three comprehensive high schools and two alternative high school sites. The program consists of technical business related classes sequentially arranged into a course of instruction leading to a Certificate of Proficiency or Mastery to facilitate job placement or post secondary articulation. Industry and professional certifications are also a goal for participating students. These courses are as follows: Accounting 1-4; Business Communications; Business Connections 1-2; Business Connections Work Experience 1-2; Business Law; Computer Program Design 1-2; Electronic Math Applications; Introduction to Information Technology; Information Technology 1-2; Information Technology-Project Management; Information Technology-Multimedia; Principles of Business; Web Site Development 1; and Recordkeeping. The Business Connections Work-based Learning component provides actual related job experience through workstations in the community. Several of the programs are often arranged and blocked with language arts programs to support program integration and technology use in the writing process.

A comprehensive **Work-based Learning Program** is offered in all of the facilities in the Renton School District. This program couples on-the-job experience and related

classroom training to prepare students for employment during and beyond high school. The **Marketing Education Program** which offers Introduction to Marketing, Advanced Marketing, Marketing-Entrepreneurship, Marketing Education Seminar 1-2, Exploration of Travel and Tourism and Introduction to Travel and Tourism/Hospitality, and **Diversified Occupations Programs** provide students the opportunity to combine related classroom instruction and paid work experience to earn high school credit. These programs assist and support students as they make the transition from school to work. **Volunteer experiences, Internships, Job Shadows, and Service Learning** are also strong components of this community based applied experiences.

The community also plays a vital role in other programs offered through the Renton School District. The **Athletic Trainer/Sports Medicine Programs** is reliant on clinical training stations and coordinated work experiences for students through local health and physical therapy facilities and community hospitals. This program is offered to all students in the Renton School District but operates only at Hazen High School and Sartori Education Center.

Technology Education Programs are offered at all three comprehensive high school facilities, and the Sartori Education Center. These programs are often integrated with the Science and Math departments to support applied learning and the development of technical skills and competencies for all students. Courses in this department are: Automotive Service Technician 1-2; Computer Aided Design and Drafting 1-6; Computer Graphics 1-8; Fundamentals of Networking Technology 1-4; Jewelry Manufacturing 1-2; Light Duty Mechanics and Related Careers 1-2; Construction Technology 1-2; Building Maintenance Technology 1-2; Power and Energy Technology 1-2; Principles of Technology/Robotics 3-4; and Video Production 1-2.

Integrated instruction has been the focus of the Career and Life Skills Education instructional team for a number of years and the results can be seen throughout the program in each of the secondary schools. Several programs have been launched and are operating very successfully in all of the secondary sites. While these programs qualify for career and technical education funding, the District has made the commitment to operate them collaboratively with a related academic instructor. These **Applied Career and Technical Education Approved Programs** are titled: Applied Communications; Applied Mathematics; Material Science Technology 1-2; and Principles of Technology.

Renton School District has made a commitment to provide career and technical education instruction and job preparation opportunities for Special Needs students in addition to mainstreaming them, when appropriate. In order to have enough students to support several offerings, the district has entered into interdistrict cooperative agreements with surrounding school districts to accept students on a space available basis. There are three such **special programs**: **Building Maintenance** operates at the Sartori Education Center; the **Career Ladders/Community Classroom** is offered at Valley Medical Center; and the **Horticulture/Landscape Design 1-2 Program** is operated at Black River High School.

CAREER AND LIFE SKILLS EDUCATION
RENTON SCHOOL DISTRICT NO #403

Mission Statement

The mission of Career and Life Skills Education in the Renton School District #403 is to prepare all learners for successful roles in families, careers and communities.

THREE BELIEFS

A. Beliefs about individual needs

1. All learners have unique gifts and talents and can be successful.
2. All learners must develop self-esteem and personal confidence for productive roles in society.
3. All learners need to have and attain personal and career goals, arising from a lifespan approach to personal growth and career development.

B. Beliefs about society's expectations

1. All learners must be prepared to become ethical, responsible and contributing world citizens.
2. All learners must adapt to change and participate in lifelong learning.
3. All learners must prepare for family roles and to balance work and family responsibilities.
4. All learners must develop essential creative/critical thinking, problem solving and communication skills.
5. All learners must value and have an appreciation for diversity in their schools, communities and workplaces.
6. All learners must recognize the impact of productive work on our economy.

C. Beliefs about systems that care for and support learners

1. All learners must have equitable access to a quality education.
2. All learners deserve to participate in learning systems where programs are mutually reinforcing and interdependent and where learning is related to life applications.
3. All learners must discover that school is part of a broader set of community resources they must access for learning and for achieving success in life.
4. All school programs must be developed in cooperative with family, business, labor and community representatives.
5. All staff must be accountable to ensure that all learners have the opportunity to establish and reach their goals.

DESIGN

Washington State Essential Academic Learning Requirements

DESIGN						
This Career and Life Skills class supports the Washington State Essential Academic Learning Requirements.						
COURSE OBJECTIVES:	ART	COMMUNICATION	MATHEMATICS	SCIENCE	WRITING	READING
Unit 1 - Design Careers	X	X	X		X	X
Unit 2 - Elements of Design	X	X	X	X	X	X
Unit 3 – Psychology of Color	X	X	X		X	X
Unit 4 – Study of “Housing”	X	X			X	X
Unit 5 – Home Interior Styles	X	X			X	X
Unit 6 – Furniture Styles	X	X			X	X
Unit 7 – Floor Plans	X	X	X		X	X
Unit 8 – Service Areas/Individual Family Lifestyles	X	X			X	X
Unit 9 – Natural/Man-made Fibers	X	X			X	X
Unit 10 - Portfolio	X	X	X		X	X

DESIGN

Course History

In the 1980's, the "Home & Family Life" teachers and Advisory Committee approved a class called Housing/Interior Design. Today, the renamed instructors are identified as Family and Consumer Science educators and our course offering has been reformatted to meet the Washington State Essential Academic Learning Requirements. With the increased demand for subject offerings related to art, we have identified similar elements that this Design class addresses that are consistent with the Fine Arts electives.

The scope of the curriculum is equivalent to college level introductory class in design. This includes the areas of interior design, graphic art, culinary art and clothing design. Students who have completed our high school class have commented that they were well prepared beyond many of their post-secondary classmates in the design basics. With the help of our Family & Consumer Science Advisory Committee, we are working on articulation agreements with those schools that offer similar curriculums.

All curriculum materials have been developed through a collaborative approach and are in alignment with the Washington State Essential Academic Learning Requirements (EALRS).

DESIGN

Course Goals

Renton School District student in the Design program will:

1. Students will become familiar with the variety of occupations that are related to the elements and principles of design.
2. Students will learn the elements of design including space, line, shapes, form, texture and color and understand how these elements play an important role in the overall success of design.
3. Students will examine the psychology of color and how its influence on human behavior is important in design.
4. Students will recognize that housing refers to more than a dwelling; it includes all that is within the dwelling and all that surrounds it.
5. Students will learn the differences among the traditional, modern and contemporary styles of home exteriors.
6. Students will learn the differences among the traditional, modern and contemporary styles of home exteriors.
7. Students will evaluate floor plans according to needs, living areas and understanding the map of circulation.
8. Students will become familiar with the need to adjust service areas according to individual family lifestyles.
9. Students will familiarize the characteristics of natural and man-made fibers for household, personal and commercial use.
10. Students will design portfolio quality artifacts which include one or more from the following selections.

DESIGN

Course Scope and Sequence

Unit 1: Students will become familiar with the variety of occupations that are related to the elements & principles of design.

1. Become familiar with various career options related to design.
2. Be able to identify what skills and knowledge are necessary for various careers in design.
3. Access and identify post-secondary educational opportunities.
4. Identify and demonstrate appropriate professional and employability skills.
5. Prepare and maintain a professional portfolio.

Unit 2: Students will learn the elements of design including space, line, shape, form, texture and color and understand how these elements play an important role in the overall success of design.

1. Identify the various uses and effects of space, line, shape, form, texture, and color.
2. Evaluate a design according to its proportion, scale, balance, emphasis, and rhythm.
3. Use the elements and principles of design to create a product with appropriateness, harmony, variety, unity and function

Unit 3: Students will examine the psychology of color and how its influence on human behavior is important in design.

1. Describe the standard color wheel.
2. Explain the perceptions linked to certain colors.
3. Evaluate a color according to hue, value and intensity.
4. Use a color wheel to plan various color harmonies.
5. Describe a minimum of five color systems
6. Explain the effect of light on color.
7. Generate a portfolio quality artifact (Extended Learning)

Unit 4: Students will recognize that housing refers to more than a dwelling; it includes all that is within the dwelling and all that surrounds it.

1. Describe physical factors outside the house which affect housing choices.
2. Explain the relationship between lifestyle and housing choices.
3. Identify and describe multiple types of housing.
4. Compare the strengths and weaknesses of the different types of housing.
5. Generate a portfolio quality artifact (Extended Learning).

Unit 5: Students will learn the differences among the traditional, modern and contemporary styles of home exteriors.

1. Students will identify the distinguishing features of traditional, modern and contemporary styles of homes.
2. Students will become familiar with the design features for roofs, windows, building exteriors, and common terms used for exteriors.

Unit 6: Students will explore the classification of furniture styles.

1. List and describe the distinguishing features of traditional furniture expanding from Renaissance to modern eras.
2. Students will identify and learn the significance of the historical terms used to describe furniture designs.
3. Generate a portfolio quality artifact (Extended Learning)

Unit 7: Students will evaluate floor plans according to needs, living areas and understanding the map of circulation.

1. Students will identify specific activities and areas involved in family, work, and service circulation.
2. Students will evaluate basic floor plans.
3. Identify a minimum of drawings that included for a set of house plans and explain their purposes.
4. Interpret symbols on plot plan, floor plan, exterior elevation, electrical plan and construction detail drawing.
5. Generate a portfolio quality artifact (Extended Learning).

Unit 8: Students will become familiar with the need to adjust service areas according to individual family lifestyles.

1. Describe the major three centers of a kitchen working triangle.
2. Evaluate the efficiency of laundry facilities.
3. Identify special-needs requirements for service areas.

Unit 9: Students will familiarize the characteristics of natural and man-made fibers for household, personal and commercial use.

1. Describe the origins, qualities, and uses of natural and manufactured fibers.
2. Evaluate a yarn in terms of method used to create it.
3. Evaluate the appropriateness of fabric for a specific use.

Unit 10: Students will design portfolio quality artifacts which include one or more from the following selections.

1. Arrange furniture for either a specific room or complete floor plan.

2. Include renderings of one or more projects.
3. Complete a two walled perspective with appropriate rendering.
4. Develop a plan for a client. Choices could be a child's room, master bathroom, commercial kitchen, foyer, multi-media room, grand room, etc.
5. Calculate and design lumens for one or more rooms with specific recommendation.
6. Computer application of floor plan previously assigned.
7. Study qualities of consumer choices of wall coverings, floor coverings, kitchen/bathroom counters.
8. Develop a landscape plan.
9. Study history of furniture construction. Make a consumer comparison chart of two or more similar products.
10. Collect data for personal and community energy and water conservation.

DESIGN

Course Evaluation/Assessment

Evaluation and assessment in the Design class will be measured in a variety of way to meet the needs for those who are taking the class either for personal interest or as a foundation class for post secondary education. Students will be expected to complete basic competencies that meet the Career and Life Skills identified by the Secretary's Commission on Achieving Necessary Skills (SCANS). These will include, but may not be inclusive, of the following:

1. Reading a variety of materials relating to course content.
2. Interpreting information by verbal or written responses.
3. Working in groups to develop and present.
4. Adequately passing unit competencies.
5. Preparing a minimum of four professional artifacts for portfolio.
6. Completing one or more Extended Learnings.
7. Become familiar with Design tools, technology, and terminologies.

DESIGN

Course Instructional Materials

Text

Residential Housing & Interiors, Clois E. Kicklighter and John C. Kicklighter, The Goodheart-Willcox Company, Inc., 1998

Periodicals

Architectural Digest
Better Homes & Gardens
Consumer Reports
House Beautiful
House & Garden

Pamphlets

Current pamphlets from Seattle Home Show
(Exteriors, windows, doors, siding, furniture, designers, decorators, remodeling, appliances, financing, energy conservation, fabrics, storage, kitchens, bathrooms, lighting, etc.)

Guest Speakers

Seattle Art Institute
Fashion Institute of Design
City of Renton
Landscape Designers
Interior Designers

Local Newspapers

Real Estate Section

Student generated web sites

The following instructional materials are rescinded:

- *Homes with Character*, D.C. Heath & Co.
- *The Young Decorator*, Brigham Young University Press
- *House Design*, Burgess Publishing Co.
- *Homes Today and Tomorrow*, Chas. A. Bennett Co.
- *Better Homes and Gardens Decorating Ideas*, Meredith Publishing Co.
- *Architecture, Drafting and Design*, McGraw-Hill Book Co.