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.

<table>
<thead>
<tr>
<th>Course Standard 1</th>
</tr>
</thead>
</table>

**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.

<table>
<thead>
<tr>
<th>Person-to-Person Etiquette</th>
<th>Telephone and Email Etiquette</th>
<th>Cell Phone and Internet Etiquette</th>
<th>Communicating At Work</th>
<th>Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interacting with Your Boss</td>
<td>Telephone Conversations</td>
<td>Using Blogs</td>
<td>Improving Communication Skills</td>
<td>Reasons, Benefits, and Barriers</td>
</tr>
<tr>
<td>Interacting with Subordinates</td>
<td>Barriers to Phone conversations</td>
<td>Using Social Media</td>
<td>Effective Oral Communication</td>
<td>Listening Strategies</td>
</tr>
<tr>
<td>Interacting with Co-workers</td>
<td>Making and Returning Calls</td>
<td>Effective Written Communication</td>
<td>Ways We Filter What We Hear</td>
<td></td>
</tr>
<tr>
<td>Interacting with Suppliers</td>
<td>Making Cold Calls</td>
<td>Effective Nonverbal Skills</td>
<td>Developing a Listening Attitude</td>
<td></td>
</tr>
<tr>
<td>Handling Conference Calls</td>
<td>Effective Word Use</td>
<td>Ways We Filter What We Hear</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Handling Unsolicited Calls</td>
<td>Giving and Receiving Feedback</td>
<td>Showing You Are Listening</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Obtaining Feedback</td>
<td></td>
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<td></td>
<td></td>
<td>Getting Others to Listen</td>
<td></td>
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</tr>
</tbody>
</table>
Georgia Department of Education

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

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

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

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

<table>
<thead>
<tr>
<th>Problem Solving</th>
<th>Customer Service</th>
<th>The Application Process</th>
<th>Interviewing Skills</th>
<th>Finding the Right Job</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transferable Job Skills</td>
<td>Gaining Trust and Interacting with Customers</td>
<td>Providing Information, Accuracy and Double Checking</td>
<td>Preparing for an Interview</td>
<td>Locating Jobs and Networking</td>
</tr>
<tr>
<td>Becoming a Problem Solver</td>
<td>Learning and Giving Customers What They Want</td>
<td>Online Application Process</td>
<td>Questions to Ask in an Interview</td>
<td>Job Shopping Online</td>
</tr>
<tr>
<td>Identifying a Problem</td>
<td>Keeping Customers Coming Back</td>
<td>Following Up After Submitting an Application</td>
<td>Things to Include in a Career Portfolio</td>
<td>Job Search Websites</td>
</tr>
<tr>
<td>Becoming a Critical Thinker</td>
<td>Seeing the Customer’s Point</td>
<td>Effective Résumés:</td>
<td>Traits Employers are Seeking</td>
<td>Participation in Job Fairs</td>
</tr>
<tr>
<td>Managing</td>
<td>Selling Yourself and the Company</td>
<td>Matching Your Talents to a Job</td>
<td>Considerations Before Taking a Job</td>
<td>Searching the Classified Ads</td>
</tr>
<tr>
<td>Handling Customer Complaints</td>
<td>When a Résumé Should be Used</td>
<td></td>
<td>Using Employment Agencies</td>
<td></td>
</tr>
<tr>
<td>Strategies for Customer Service</td>
<td></td>
<td></td>
<td>Landing an Internship</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Staying Motivated to Search</td>
<td></td>
</tr>
</tbody>
</table>
1.4 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.

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

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.

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

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

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