Career and Technical Education Course Blueprint

Family and Consumer Sciences Education

7153 Interior Design Applications
(1 credit)

Public Schools of North Carolina

State Board of Education • Department of Public Instruction
Academic Services and Instructional Support
Career and Technical Education
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In Summer 2012, the Version 2 curriculum documents were released to reflect the division of Housing and Interiors II 2 credits) into Interior Design II and Interior Design Applications, each one-credit courses.
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This blueprint has been reviewed by business and industry representatives for technical content and appropriateness for the industry. Contact FACSEducation @dpi.nc.gov for more information.

Career and Technical Education Course Blueprint

A course blueprint is a document laying out the framework of the curriculum for a given course.

Shown on the blueprint are the units of instruction, the core competencies in each unit, and the specific objectives for each competency. The blueprint illustrates the recommended sequence of units and competencies and the cognitive and performance weight of the objective within the course.

The blueprint should be used by teachers to plan the course of work for the year, prepare daily lesson plans, construct instructionally valid interim assessments. Statewide assessments are aligned directly with the course blueprint.

For additional information about this blueprint, contact program area staff. For additional information about this blueprint, contact Career and Technical Education, North Carolina Department of Public Instruction, 6358 Mail Service Center, Raleigh, North Carolina 27699-6358.

Interpretation of Columns on Career and Technical Education Course Blueprints

No.	Heading	Column information
1	Comp# Obj.#	Comp=Competency number (two digits); Obj.=Objective number (unique course identifier plus competency number and two-digit objective number).
2	Unit Titles/Competency and Objective Statements	Statements of unit titles, competencies per unit, and specific objectives per competency. Each competency statement or specific objective begins with an action verb and makes a complete sentence when combined with the stem "The learner will be able to. . ." (The stem appears once in Column 2.) Outcome behavior in each competency/objective statement is denoted by the verb plus its object.
3	Time Hrs	Space for teachers to calculate time to be spent on each objective based on the course blueprint, their individual school schedule, and analysis of students' previous knowledge on the topic.
4&5	Course Weight Cognitive Performance	Shows the relative importance of each objective, competency, and unit. Weight is broken down into two components: cognitive and performance. Add the cognitive and performance weights shown for an objective in columns 4 and 5 to determine its total course weight. Course weight is used to help determine the percentage of total class time that is spent on each objective. The breakdown in columns 4 and 5 indicates the relative amount of class time that should be devoted to cognitive and performance activities as part of the instruction and assessment of each objective. Objectives with performance weight should include performance activities as part of instruction and/or assessment.
6	Type Behavior	Classification of outcome behavior in competency and objective statements. (C=Cognitive; P=Performance)
7	Integrated Skill Area	Shows links to other academic areas. Integrated skills codes: A=Arts; E=English Language Arts; CD=Career Development; CS=Information/Computer Skills; H=Healthful Living; M=Math; SC=Science; SS=Social Studies.
8	Core Supp	Designation of the competencies and objectives as Core or Supplemental. Competencies and objectives designated "Core" must be included in the Annual Planning Calendar and are assessed on the statewide assessments..

Career-Technical Education conducts all activities and procedures without regard to race, color, creed, national origin, gender, or disability. The responsibility to adhere to safety standards and best professional practices is the duty of the practitioners, teachers, students, and/or others who apply the contents of this document.

FAMILY AND CONSUMER SCIENCES EDUCATION
COURSE BLUEPRINT for **7153 Interior Design Applications (1 credit)**
(Recommended hours of instruction: 135-180 hrs.)

Comp # Obj #	Unit Titles/Competency and Objective Statements (The learner will be able to:)	Time Hours	Course Weight		Type Behavior	Integrated Skill Area	Core Supp
			Cognitive	Performance			
1	2		4	5	6	7	8
			100%				
	Total Course Weight		**40%**	**60%**			
A	**DESIGN MATERIALS AND COMPONENTS**		**40%**	**24%**			
1.00	**Analyze materials and components used in residential and non-residential design according to client needs.**		**16%**	**8%**	**C3P**	**A/C/M**	**Core**
1.01	Discuss wall coverings.		2%		C2	A/E/M	Core
1.02	Compare acceptable floor coverings.		2%		C3	A/E/M	Core
1.03	Compare acceptable upholstery materials.		2%		C3	A/E/M/SC	Core
1.04	Select interior lighting fixtures.		2%		C2	A/E/M	Core
1.05	Illustrate windows and window treatments.		4%		C2	A/E/M	Core
1.06	Produce simple window treatments.		2%	4%	C3P	A/E/M	Core
1.07	Apply simple wall coverings.		2%	4%	C3P	A/E/M	Core
2.00	**Synthesize furniture and accessories that create an aesthetically pleasing environment.**		**14%**	**2%**	**C3P**	**A/E/M/ SS**	**Core**
2.01	Describe furniture styles from a historical perspective.		8%		C2	A/E/SS	Core
2.02	Explain the guidelines for selecting furniture.		4%		C2	A/E	Core
2.03	Outline criteria for selecting and providing accessories.		2%	2%	C3P	A/E/M	Core
3.00	**Apply renovation techniques to residential and non-residential spaces and furnishings.**		**10%**	**14%**	**C3P**	**A/M**	**Core**
3.01	Analyze the components of renovation.		2%		C3	A/M	Core
3.02	Demonstrate renovation techniques for a project.		6%	14%	C3P	A/M	Core
B	**DESIGN PRESENTATION**			**36%**			
4.00	**Implement a cumulative housing and interiors-related project within the classroom for a target audience.**			**36%**	**C3P**	**A/CD/CS/E/ M/SC/SS**	**Core**