

HOUSING AND INTERIOR DESIGN

Curriculum Content Frameworks

Please note: All assessment questions will be taken from the knowledge portion of these frameworks.

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Career and Technical Education
Office of Assessment and Curriculum
Arkansas Department of Workforce Education

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HOUSING and INTERIOR DESIGN

Grade Levels: 9,10,11,12
Course Code: 493140

Prerequisite: TP Foundation Core

Course Description: Housing and Interior Design focuses on personal and family housing needs, options for meeting those needs, and the role of the housing industry in the economy. Emphasis is given to the development of competencies related to housing needs of the individual and family; housing options; trends in housing; financial and legal commitments related to housing; home construction; art principles as applied to housing and interiors; selection, care, and arrangement of home furnishings and appliances; energy conservation; jobs and career opportunities in housing and interior design; and the effect of technology on housing. Upon completion of the course, a student should be prepared to make wise decisions in obtaining and maintaining personal and family shelter.

Table of Contents

	Page
Unit 1: Housing Needs	3
Unit 2: Architectural Design/Construction	8
Unit 3: Furnishings and Design	13
Unit 4: Safety and Security	17
Unit 5: Careers	19
Glossary	21

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
1.4 List future housing trends	1.4.1 Discuss the influence of technology on housing industry and future housing trends	Foundation	Listening	Listens for long-term context; listens, to follow directions [1.2.7]	
			Reading	Comprehends written information for main ideas [1.3.7]	
			Science	Describes/Explains scientific principles related to technology [1.4.14]	
			Speaking	Participates in conversation, discussion, and group presentations [1.5.8]	
			Writing	Presents own opinion in written form in a clear, concise manner [1.6.14]	
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]	
1.5 Discuss major challenges in the area of housing today and in the future	1.5.1 Explain ways to make housing affordable/available to the poor and middle class	Foundation	Listening	Receives and interprets verbal messages [1.2.8]	
	1.5.2 Examine ways to deal with conservation of natural resources and to conserve energy		Reading	Comprehends written information for main ideas [1.3.7]	
	1.5.3 Discuss ways universal design meets a variety of needs		Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]	
			Writing	Summarizes written information [1.6.17]	
		Interpersonal	Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2]	

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.6 List individual and family needs affecting housing choices	1.6.1 Discuss the relationship among individuals, families, and housing	Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Draw conclusions from what is read [1.3.12]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Communicates thoughts, ideas, or facts in written form in clear, concise manner [1.6.6]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations[4.5.5]
1.7 Discuss factors which influence the need for housing	1.7.1 Compare housing needs of individuals in different stages of the life cycle	Foundation	Listening	Listens for content [1.2.3]
				Listens to follow directions [1.2.6]
			Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]
1.8 Describe special housing needs for a disabled or elderly person	1.8.1 Develop a housing modification plan including everyday living and safety practices for a family with special needs	Foundation	Listening	Evaluated oral information/presentation [1.2.2]
			Reading	Draws conclusions from what is read [1.3.12]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
	1.8.2 Research minimum standards in housing for the disabled	Foundation Thinking	Reading Science Writing Creative Thinking Knowing How to Learn	Applies/understands technical words that pertain to subject [1.3.6] Describes/Explains scientific principles related to human maintenance/management [1.4.14] Communicates thoughts, ideas, or facts in written form in a clear, concise, manner [1.6.6] Finds new ways of dealing with existing problems/situations [4.1.5] Applies new knowledge and skills to plan housing to meet specific needs [4.3.1]
1.9 List factors to consider in the selection of a location for living	1.9.1 Compare positive and negative aspects of location choices	Foundation Thinking	Reading Writing Reasoning	Applies information and concepts derived from printed materials [1.3.3] Summarizes written information [1.6.17] Uses logic to draw conclusions from available information [4.5.6]
1.10 Name advantages and disadvantages of renting, leasing, and buying	1.10.1 Figure the costs of housing options 1.10.2 Use technology to research housing options	Foundation Personal Management	Arithmetic / Mathematics Listening Reading Writing Responsibility	Applies addition, subtraction, multiplication, and division to real-world situation Evaluate oral information/ presentation [1.2.1] Listens to follow directions [1.2.6] Comprehends written information and applies it to a task [1.3.8] Presents answers/conclusions in a clear and understandable form [1.6.13] Writes appropriate entries [1.6.22] Maintains a high level of concentration in completion of a task [3.4.7]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.11 State steps involved in buying a home	1.11.1 Describe the financial and legal commitments involved in buying a home	Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to buying a home [1.1.13]
	1.11.2 Use a home mortgage calculator		Listening Reading Speaking Writing	Listens for content[1.2.3] Listens to follow directions [1.2.6] Comprehends written information for main ideas [1.3.7] Organizes ideas and communicated oral messages to listeners [1.5.7] Writes logical and understandable sentences [1.6.23] Organizes information into an appropriate format [1.6.10]
1.12 assistance to persons buying a home	1.12.1 Compile a list of local financial resources to aid in buying a home including: Fannie May, HUD, banker 1.12.2 Compile a list of local support resources to aid in buying a home including appraiser, real estate representative, home inspector, insurance agent	Foundation Thinking	Reading Writing Knowing How to Learn	Uses written resources to obtain factual information [1.3.23] Records data [1.6.16] Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]
1.13 Discuss methods of moving	1.13.1 Create an assessment criteria for moving and evaluate two moving companies	Foundation Thinking	Reading Writing Reasoning	Comprehends written information and applies it to a task [1.3.8] Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6] Uses logic to draw conclusions from available information [4.5.6]

Unit 2: Architectural Design/Construction

Hours: 14 Hours

Terminology: Architecture, blueprint, bungalow, casement, cornice, dormer, double-hung, duct, eaves, elevation, floor, plan, gable, gambrel roof, Georgian, glazing, Greek revival, hip roof, insulation, mansard roof, orientation, overhand, Palladian, R value, ranch, soffit, Southern Colonial, split level, vapor barrier, Victorian, weather stripping

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do		What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.1	Match terms related to construction	Foundation	Reading	Applies/Understand technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts
2.2	Describe development and features of architectural styles	Foundation	Reading	Follows written directions [1.3.6]
			Writing	Interprets drawings to obtain factual information [1.3.17] Applies/Uses technical words and concepts [1.6.4]
		Thinking	Knowing How to Learn	Writes appropriate entries [1.6.10]
2.3	Match basic structural features and materials and their purposes in housing construction	Foundation	Reading	Comprehends written information and applies it to a task [1.3.8]
			Writing	Writes appropriate entries [1.6.22]
		Thinking	Knowing How to Learn	Sees relationship between two or more ideas, objects, or situation [4.5.5]
2.4	List factors involved in evaluating floor plans and blueprints	Foundation	Arithmetic/ Mathematics	Uses basic numerical concepts in practical situation [1.1.32]
			Reading	Comprehends written specifications and applies them to a task [1.3.9] Follows written directions [1.3.13]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6] Analyzes data, summarizes results, and makes conclusions [1.6.2]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
		Thinking	Problem Solving	Interprets drawings to solve design problems [4.4.7]
2.5 Match symbols and abbreviations on blueprints with meanings and identifications	2.5.1 Demonstrate the usage of housing symbols and abbreviations on blueprints	Foundation	Listening	Listens for content [1.2.3] Listens to follow directions [1.2.6]
			Reading	Applies/Understands technical words that pertain to subject [1.3.6] Interprets drawings to obtain factual information [1.3.17]
			Writing	Writes appropriate entries [1.6.22]
2.6 Discuss use of CAD (Computer - Aided Drafting and Design) in the design of architectural plans		Foundation	Listening	Listens for content [1.2.3]
			Reading	Uses written resources to obtain factual information [1.3.23]
			Science	Describe/Explain scientific principles related to technology [1.4.14]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Records data [1.6.16]
		Thinking	Knowing How to Learn	Summarizes written information [1.6.17] Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.7 Explain functions of lighting	2.7.1 Assess lighting designs to differentiate between task and accent lights	Foundation	Listening	Listens for content [1.2.3] Listens to follow directions [1.2.6]
	2.7.2 Predict lighting needs as dependant on time of day and season of the year		Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/ Explains scientific principles related to energy [1.4.14]
			Speaking	Applies/ Uses technical terms as appropriate to audience [1.5.2] Participates in conversation, discussion, and group presentation [1.5.8]
		Interpersonal	Teamwork	Works effectively with others to reach a common goal [2.6.6]
		Thinking	Creative Thinking	Develops visual aids to create audience interest
2.8 State guidelines for selecting appropriate lighting fixtures	2.8.1 Plan lighting for a one bedroom apartment	Foundation	Arithmetic/ Mathematics	Applies addition, subtraction, multiplication, and division to real - world situations [1.1.1]
			Reading	Comprehends written specifications and applies them to a task [1.3.9]
			Science	Describes/ Explains scientific principles related to energy [1.4.14]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6] Organize information into an appropriate format [1.6.10]
		Thinking	Creative thinking	Creates new design by applying specified criteria [4.1.3]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
		Thinking	Creative Thinking	Creates new design by applying specified criteria [4.1.3] Develop visual aids to create audience interest [4.1.4]
2.11 Explain energy conservation measures in home design, landscaping, construction, and equipment	2.11.1 Select energy conservation measures that are adequate for a specific climate	Foundation	Reading Science Writing Reasoning	Uses written resources to obtain factual information [1.3.23] Analyzes environmental issues (ecology, pollution, waste management)[1.4.2] Records data[1.4.2] Presents answers/ conclusions in a clear and understandable form[1.6.13] Sees relationship between two or more ideas, objects, or situations [4.5.5]

Unit 3: Furnishings and Design

Hours: 25 Hours

Terminology: Blinds, cabriole leg, café curtain, case goods, claw-and-ball foot, cornice, eclectic, gate leg table, highboy, hutch, pile, resilience, shuttle, space, swag, terrazzo, traverse rod, turning, valance, veneer, wing chair

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do		What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.1 Match terms related to furnishings and design		Foundation	Reading Writing	Applies/Understands technical words that pertain to subject [1.3.6] Applies/ Uses technical words and concepts [1.6.4]
3.2 Define elements of design as related to housing	3.2.1 State the rules for using the elements of design 3.2.2 Compile examples for using the elements of design	Foundation Thinking	Listening Reading Writing Creative Thinking Knowing How to Learn	Listens for content [1.3.6] Listens to follow directions [1.6.4] Identifies relevant details, facts, and specifications[1.3.16] Communicates thoughts, ideas, facts, and specifications[1.3.16] Applies/ Uses technical words and concepts [1.6.4] Creates new design by applying specified criteria [4.1.3] Uses available resources to apply new skills [4.3.6]
3.3 Define principles of design as related to housing	3.3.1 State the rules for using the principles 3.3.2 Compile examples for using the principles of design	Foundation	Listening Reading Writing	Listening for content[1.3.6] Listens to follow directions [1.6.4] Identifies relevant details, facts, and specifications [1.3.16] Communicates thoughts, ideas, facts, and specifications[1.6.6]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
		Thinking	Creative Thinking Knowing How to Learn	Applies/ Uses technical words and concepts [1.6.4] Creates new design by applying specified criteria [4.1.3] Uses available resources to apply new skills [4.3.6]
3.4 Identify the different elements of backgrounds	3.4.1 Determine appropriate backgrounds for specific rooms including: flooring, wall treatments, countertops, window treatments 3.4.2 Calculate the amount of medium needed for a specific space	Foundation Thinking	Listening Reading Speaking Writing Creative Thinking	Listening for content [1.2.3] Listens to follow directions [1.2.6] Comprehends written specifications and applies them to a task [1.3.9] Communicates a thought, idea, or fact in spoken form [1.5.5] Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6] Organizes information into an appropriate format[1.6.10] Uses imagination to create something new [4.1.1]
3.5 Describe the major features of specific period furniture	3.5.1 Identify period furniture including: English - Queen Anne, Chippendale; American - Duncan Phyfe, Shaker	Foundation Thinking	Listening Reading Writing Knowing How to Learn	Evaluates oral information/ presentation [1.2.2] Interprets drawings to obtain factual information [1.3.17] Identifies relevant details, facts, and specifications [1.3.16] Presents answers/ conclusions in a clear and understandable form [1.6.13]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
				Applies new knowledge and skills to identify periods and styles of furniture design [4.3.1]
3.6 Determine guidelines in the selection of furniture	3.6.1 Identify characteristic of quality constructions	Foundation	Listening	Listens for content [1.2.3] Listens to follow directions [1.2.6]
	3.6.2 Identify proper furniture maintenance		Reading	Identifies relevant details, facts, and specifications [1.3.16]
		Thinking	Writing	Communications thoughts, ideas, or facts, and specifications [1.6.6]
			Creative Thinking	Combines ideas or information in a new way [4.1.2]
			Knowing How to Learn	Applies new knowledge and skills to apply elements and principles of design to furniture selection [4.3.1]
3.7 State guidelines used in the arrangement of furniture	3.7.1 Apply the elements and principles of design to the arrangement of furniture on a scale drawing of a specific room	Foundation	Arithmetic/ Mathematics	Draws to scale [1.1.20]
	3.7.2 Evaluate specific room functions and traffic patterns		Listening	Comprehends ideas and concepts related to arrangement of furniture [1.2.1]
		Thinking	Reading	Analyzes and applies what has been read to specific task [1.3.2] Applies information to new situations [1.3.5]
			Writing	Presents answers/ conclusions in a clear and understandable form [1.6.13] Organizes information into an appropriate format [1.6.10]
			Creative Thinking	Creates new design by applying specified criteria [4.1.3]

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do		What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.8 List factors to consider when selecting major appliances	3.8.1 Examine an Energy Guide label to estimate yearly operating cost	Foundation	Listening	Receives and interprets verbal messages [1.2.8] Listens to follow directions [1.2.6]
	3.8.2 Compare and assess initial cost and yearly operating cost to determine best value		Reading	Identifies relevant details, facts, and specification [1.3.16] Analyzes and applies what has been read to specific task [1.3.2]
	3.8.3 Investigate new technologies in household appliances		Science	Analyzes environmental issues (ecology, pollution, waste management) [1.4.2] Describes/ Explains scientific principles related to energy [1.4.14]
			Speaking	Asks questions to obtain information [1.5.4] Participates in conversation, discussion, and group presentations [1.5.8]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6] Organizes information into an appropriate format [1.6.10]
		Interpersonal	Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2]

Unit 4: Safety and Security

Hours: 3 Hours

Terminology: Asbestos, biometrics, combustible, dead bolt, radon

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do		What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.1 Identify terms related to safety and security		Foundation	Reading	Applies/Understand technical words that pertain to subject [1.3.6]
			Writing	Applies/ Uses technical words and concepts
4.2 Discuss ways of reducing health hazards	4.2.1 Examine specific air borne pollutants including: carbon monoxide, radon, mold, lead paint 4.2.2 Research the effects of airborne pollutants	Foundation	Listening	Evaluates oral information [1.2.2]
			Reading	Applies/ Understands technical words that pertain to subject [1.3.6]
			Science	Describe/ Explains scientific principles related to safety [1.4.14]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
4.3 Discuss fire safety procedure	4.3.1 Examine correct placement of fire extinguishers, smoke detectors, flame retardant textiles, and carbon monoxide 4.3.2 Create an evacuation procedure for your home	Foundation	Arithmetic/ Mathematics	Uses basic numerical concepts in practical situations [1.1.32]
			Reading	Identifies relevant details, facts, and specifications [1.3.16]
			Science	Describe/ Explains scientific principles related to safety [1.4.14]
			Writing	Presents answers/ conclusions in a clear and understandable form [1.6.13]
			Thinking	Devises and implements a plan of action to resolve a problem [4.4.3]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.4 Name ways to improve security	4.4.1 Evaluate security devices and electronic security systems	Foundation	Listening Reading Writing	Listens for content [1.2.3] Listens to follow directions [1.2.6] Applies/Understands technical words that pertain to subjects [1.3.6] Applies/ Uses technical words and concepts [1.6.4]
4.5 Discuss ways to improve safety	4.5.1 Determine ways to prevent accidents and locate emergency numbers	Foundation Personal Management Thinking	Reading Listening Responsibility Problem Solving	Identifies relevant details, facts, and specification [1.3.16] Analyzes and applies what has been read to specific task [1.3.2] Listens for content [1.2.3] Maintains a high level of concentration in completion of a task [3.4.7] Devises and implements a plan of action to resolve problems [4.4.3]

Unit 5: Careers Hours: 3 Hours

Terminology: Apprenticeship, aptitude, career ladder, entrepreneur, internships, portfolio, trade

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.1 Match terms related to careers		Foundation	Reading	Applies/ Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/ Uses technical words and concepts
5.2 Name career opportunities in housing and interior design	5.2.1 Evaluate job and career opportunities available in housing and interior design	Foundation	Listening	Listens for content [1.2.3] Listens to follow directions [1.2.6]
	5.2.2 Research occupational handbook on the net to explore job qualifications, pay, etc.		Reading	Uses standard occupational resource materials [1.3.22]
	5.2.3 Compare programs of study at local colleges an universities		Writing	Identifies relevant details, facts, and specifications [1.3.16] Records data [1.6.16] Analyzes data, summarizes results, and makes conclusions [1.6.2]
		Personal Management	Career Awareness, Development, and Mobility	Explores career opportunities [3.1.6] Develops skills to locate, evaluate, and interpret career information [3.1.4]
5.3 List factors contributing to employability in jobs related to housing and interior design	5.3.1 Analyze personal abilities and priorities concerning career choices	Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Comprehends written information for main ideas [1.3.7]
	5.3.2 Research the Guide for Occupational Exploration for personal traits required for		Speaking	Organizes ideas and communicates oral messages to listeners [1.6.2]
			Writing	Summarizes written information [1.6.17]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
		Personal Management	Career Awareness, Development, and Mobility	Analyzes data, summarizes results, and makes conclusions [1.6.2] Analyzes own knowledge, skills and ability [3.1.2] Describes desirable worker characteristic [3.2.3]
5.4 Discuss effect of technology on housing careers	5.4.1 Discuss how digital cameras, computers, CAVE (Computer Automated Virtual Environment) and CADD have altered careers in housing		Integrity/Honesty/ Work Ethic	Describes/ Explains significance of integrity, honesty, and work ethics [3.2.4]

Glossary

Unit 1: Housing Needs

1. Archeologist = scientist who studies history through the relics and remains of old civilizations.
2. Climate = weather conditions of a region determined by temperature and meteorological changes over a period of years.
3. Condominium = individually owned housing units in a multi-unit development.
4. Culture = everything about the way a group of people live.
5. Duplex = one building that contains two separate living units.
6. Earth Sheltered = houses that are partially covered with soil.
7. Efficiency Apartment = a unit with one main room, a small kitchen area, and a bathroom.
8. Eviction = a legal action that requires tenants to move out before the lease has expired.
9. Exposure = the position of a house in relation to the sun and wind.
10. Green Building = designing, building, and operating homes to use materials, energy, and water efficiently.
11. Housing = any structure built for people to live in.
12. HUD = (The United States Department of Housing and Urban Development) - an agency that provides funding for housing for the elderly and disabled.
13. Lease = a legal document a lessee signs when agreeing to rent housing for a specified period of time.
14. Lessee = someone who pays rent to use or occupy property owned by someone else.
15. Lessor = a person who owns a property and rents it to someone else.
16. Manufactured Home = a transportable structure, constructed in a factory, designed to be used as a single family dwelling.
17. Modular Home = a home made up of separate boxlike sections that are built in a factory and assembled at the site.

18. Planned Neighborhood = a self-contained town, zoned for residential and business uses.
19. Security Deposit = a fee paid by a renter to cover the cost of any future damage that may be caused to the unit.
20. SMART House = simple and easy-to-use home automation system based on computer technology.
21. Sublet = to move out of a rental unit before the lease is up and rent the unit to someone else while retaining legal responsibility for the lease.
22. Technology = the application of scientific knowledge for practical purposes such as reaching goals, meeting needs, and solving problems
23. Townhouse = a series of individual housing units, usually identical in appearance, with a common wall between each dwelling.
24. Universal Design = designing interiors and products to accommodate all people with a variety of requirements, needs, and abilities.
25. Utilities = services such as electric power, gas, water, and telephone

Unit 2: Architectural Design/Construction

1. Architecture = study of specific housing characteristics.
2. Biomaterials = organically-based building material manufactured from recycled matter.
3. Blueprint = set of architectural drawings used in the construction of a building, using symbols to represent structural features.
4. Bungalow = a small, one-story house with an overhanging roof and a covered porch.
5. Casement - a hinged window, usually metal, that opens out.
6. Cornice = a decorative strip at the area where the roof and the walls meet
7. Dormer = a structure that projects through a steeply sloping roof. A window set in this structure is known as a dormer window.
8. Double-hung = a window having a top and bottom sash, each capable of movement up and down.
9. Duct = large round tube or rectangular structure that delivers heated air to distant rooms and spaces.
10. Eaves = the lower portion of the roof that overhangs the wall.
11. Elevation = the finished exterior appearance of a given side of a house.
12. Floor Plan = a diagram of a home or other structure that shows the arrangement of rooms.
13. Gable Roof = a pitched roof with two sloped sides.
14. Gambrel Roof= a roof that has two slopes on each side, the upper slope being flatter than the lower slope.
15. Georgian = a style of architecture that is characterized by a simple exterior line, windows with small panes of glass and either a hip or gable roof.
16. Glazing = the placing of glass in windows.
17. Greek Revival = a style of architecture characterized by a two story portico; the portico is supported by columns and has a large triangular pediment.
18. Hip Roof = a roof with four sloped sides.
19. Insulation = material used to restrict the flow of heat between a house's interior and the outdoors.

20. Landscape = the use of plants and objects to enhance or change the exterior of a home.
21. Mansard Roof = a roof that has two slopes on all sides, with the lower slope being steep and the upper slope almost flat.
22. Orientation = the position of a home on its site and the direction the home faces.
23. Overhang = the projecting area of a roof or upper story beyond the wall of the lower part.
24. Palladian = a combination of an arched center window and rectangular windows on each side.
25. R Value = a measure of insulation's capacity to resist winter heat loss and summer heat gain.
26. Ranch = a style of architecture characterized by a one-story structure at ground level.
27. Saltbox = a style of architecture which features a steep gable roof that extends down to the first floor in the rear.
28. Soffit Light = type of built-in lighting enclosed in a box-like structure that directs light downward.
29. Southern Colonial = a style of architecture that features a large two- or three-story frame with a symmetrical design.
30. Split-level = a modern style of architecture developed for sloping lots with multi-levels.
31. Vapor Barrier = materials added to walls and attic areas to help reduce drafts and prevent moisture from getting into a home.
32. Victorian = a style of architecture characterized by very elaborately designed houses with high porches, tall windows, towers and gingerbread trim.
33. Weather Stripping = strips fastened along the edges of windows and doors to reduce drafts and heat loss.

Unit 3: Furnishings and Design

1. Blinds = window coverings made of a series of evenly spaced slats that may be opened or closed by a cord.
2. Cabriole Leg = a furniture leg that curves out at the middle and then tapers inward just above an ornamental foot.
3. Cafe´ Curtain = horizontal panels hung in tiers to cover part of a window.
4. Case Goods = furniture pieces that are not upholstered, such as chests, desks, and tables.
5. Claw-and ball Foot = common feature found on early Chippendale styles that resembles a claw gripping a ball
6. Cornice = a decorative strip at the area where the roof and the walls meet.
7. Eclectic = a style of decorating that involves mixing furnishings of different styles and possibly from different periods.
8. Gate Leg Table = a table with legs on each side that swing out to support drop leaves that are pulled up from the sides.
9. Highboy = a chest of drawers mounted on legs.
10. Hutch = cupboard on legs that is used to store fine china and linen.
11. Modular Furniture = furniture made from standardized pieces that can be fit together in a variety of ways.
12. Pile = the density of carpet or fabric; nap.
13. Pocket Hem = the hem located at the top of a curtain, which is slipped onto a curtain rod and gathered to the desired fullness.
14. Resilience = the ability of an object to return to its original shape after stress.
15. Shutter = window covering with movable, hinged, vertical sections of wood or manufactured material that cover part or all of the window.
16. Swag = a piece of fabric that is draped gracefully across the top of a window.
17. Terrazzo = flooring that resembles natural stone made from man-made materials applied by a sprayed-on process.
18. Traverse Rod = a tract that allows draperies to be opened and closed by pulling on a cord attached to the rod.
19. Turning = a method of adding shape to wood, such as legs and spindles, using a lathe.
20. Valance = a short length of decorative material placed across the top of a window.
21. Veneer = a thin layer of more expensive wood glued to less expensive wood furniture for a better appearance.
22. Wing Chair = an upholstered armchair with a high back and high sides.

Unit 4: Safety and Security

1. Asbestos = a fireproof, cancer-causing mineral that can easily become airborne and inhaled.
2. Biometrics = reading the unique physical characteristics of an individual as identification for entry. Used in security systems.
3. Combustible = capable of burning quickly.
4. Dead-bolt Lock = a lock bolt that unlocks by turning a knob or key without action of a spring.
5. Radon = an odorless, tasteless naturally occurring gas found in certain types of soil and rock that can cause lung cancer if present in large quantities.

Unit 5: Careers

1. Apprenticeship = a program that combines on-the job training from a skilled worker and classroom instruction.
2. Aptitudes = the natural talents or capacities to do something.
3. Career Ladder = series of jobs through which a person can advance in a career.
4. Entrepreneur = a person who owns and runs his or her own business.
5. Internship = a formally defined temporary position usually unpaid that requires a greater commitment of time than a voluntary position.
6. Portfolio = collection of samples of work that highlight your interest, talents, contributions, and studies; important item to bring to job interviews.
7. Trade = an occupation requiring manual or mechanical skill.