

Module Correlation Chart

TEKS

§122.83. Interior Design (One-Half Credit).

(a) General requirements. This technical laboratory course is recommended for students in Grades 10-12. The recommended prerequisite for this course is Housing.

(b) Introduction. Environmental design addresses psychological, physiological, and sociological needs of individuals by enhancing the environments in which they live and work. Individuals use knowledge and skills related to interior and exterior environments, construction, and furnishings to make wise consumer decisions, increase productivity, and compete in industry.

Texas Essential Knowledge and Skills Correlation (TEKS)	Modules
(1) Interior environments. The student utilizes effective design practices to evaluate residential and nonresidential interiors. The student is expected to:	
(A) apply elements and principles of design to interiors;	1, 5
(B) plan for effective use of space zones and placement of furnishings;	5
(C) determine drafting techniques, including scaled drawings, that facilitate space planning;	5
(D) determine the effect of technology on interior design practices;	4
(E) differentiate design practices to meet individual, business, and special needs;	2, 5
(F) describe energy conservation practices that affect interior design; and	4
(G) summarize laws, public policies, and regulations impacting interior environments.	4
(2) Interior environments. The student determines appropriate lighting for residential and nonresidential interiors. The student is expected to:	
(A) analyze the functions and principles of lighting;	2
(B) compare lighting types and methods of control; and	2
(C) recommend lighting applications for specific interior needs.	2
(3) Interior environments. The student chooses appropriate background materials to complement various residential and nonresidential interior settings. The student is expected to:	
(A) compare criteria for selection, use, and care of floor coverings;	2

(B) evaluate selection, use, and care of wall treatments;	2
(C) explain selection and care of ceilings; and	2
(D) evaluate the selection, use, and care of window treatments and their suitability for various window types.	2
(4) Interior environments. The student demonstrates effective decision-making skills in applying principles of design and space to residential and nonresidential interior environments. The student is expected to:	
(A) describe the relationship of interior decisions to individual and family needs and wants;	1, 5
(B) describe the influences of demographics, society, and culture on interior design decisions;	6
(C) explain the relationship of economics to interior environments; and	1, 5
(D) propose strategies for controlling costs, allocating resources, and budgeting for acquisition of products to enhance interior environments.	2, 5
(5) Furniture, appliances, and accessories. The student evaluates the role of furniture in interior design for residential and nonresidential settings. The student is expected to:	
(A) describe characteristics of period styles;	3
(B) determine the influence of period styles on interior design;	3
(C) summarize selection and care of quality furniture;	3
(D) assess aesthetic and functional aspects of furniture; and	3
(E) describe the impact of technology on furniture.	3
(6) Furniture, appliances, and accessories. The student determines the role of appliances in interior design for residential and nonresidential settings. The student is expected to:	
(A) analyze the functional and aesthetic aspects of appliances;	3
(B) determine the process for selection of appliances;	3
(C) explain the safe use and care of appliances; and	3
(D) describe the impact of technology on appliances.	3, 4
(7) Furniture, appliances, and accessories. The student evaluates the role of accessories in interior design for residential and nonresidential settings. The student is expected to:	
(A) identify types of accessories;	3
(B) describe criteria for selection of accessories;	3

(C) analyze care of accessories; and	3
(D) practice guidelines for arranging accessories.	3
(8) Career preparation. The student exhibits employability skills. The student is expected to:	
(A) demonstrate effective methods to secure, maintain, and terminate employment;	5, 6
(B) demonstrate effective verbal, nonverbal, written, and electronic communication skills;	5, 6
(C) demonstrate positive interpersonal skills, including conflict resolution, negotiation, teamwork, and leadership; and	6
(D) demonstrate skills, characteristics, and responsibilities of leaders and effective team members.	6
(9) Career preparation. The student makes informed career decisions that reflect personal, family, and career goals. The student is expected to:	
(A) determine employment and entrepreneurial opportunities and preparation requirements in interior design;	5, 6
(B) propose short-term and long-term career goals;	6
(C) evaluate the effect of interior design careers on family life;	6
(D) describe management practices facilitating individuals assuming multiple family, community, and wage-earner roles;	6
(E) assess factors affecting a safe working environment; and	6
(F) describe personal and interior design career applications of technology.	4
(10) Career preparation. The student completes a supervised career-connections experience applying knowledge and skills developed in the study of interior design. The student is expected to:	
(A) determine home and business applications of knowledge and skills developed in the study of interior design; and	5
(B) utilize a career-connections experience to demonstrate occupational applications of competencies developed in the study of interior design.	6

Source: The provisions of this §122.83 adopted to be effective September 1, 1998, 22 TexReg 5031.