

Interior Design, an *individual* or *team event*, recognizes participants who apply interior design skills learned in Family and Consumer Sciences courses to design spaces to meet client needs. In advance, participants will create design deliverables addressing the specifics of the design scenario. Participants must prepare a **file folder**, an **oral presentation**, and **visuals**.

## NEW JERSEY CORE CURRICULUM STANDARDS

- NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
- SLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- SLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
- SLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.11-12.6 Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
- WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- 4.MD.A.1 Know relative sizes of measurement units within one system of units including km, m, cm, mm; kg, g; lb, oz.; l, ml; hr, min, sec.
- 7.G.A.2 Draw (with technology, with ruler and protractor as well as freehand) geometric shapes with given conditions.
- 9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.
- 9.3.12. AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.
- 9.2.8.CAP.3 Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
- 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills
- 9.2.8.CAP.9 Analyze how a variety of activities related to career preparation (volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impact post-secondary options.
- 9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
- 9.2.8.CAP.16: Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills.
- 9.4.8.CI.2 Repurpose an existing resource in an innovative way.
- 9.4.8.CI.4 Explore the role of creativity and innovation in career pathways and industries
- 9.4.12.CI.1 Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.3 Investigate new challenges / opportunities for personal growth, advancement, and transition.
- 9.4.12.CT.1 Identify problem-solving strategies used in the development of an innovative product or practice.
- 9.4.12.CT.1 Explain the potential benefits of collaborating to enhance critical thinking and problem-solving.

9.4.12.IML.8 Evaluate media sources for point of view, bias, and motivations.

9.4.8.IML.7 Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.

**CAREER READY PRACTICES**

- ✓ Act as a responsible and contributing citizen and employee.
- ✓ Apply appropriate academic and technical skills.
- ✓ Communicate clearly and effectively with reason.
- ✓ Consider the environmental, social and economic impacts of a decision.
- ✓ Demonstrate creativity and innovation.
- ✓ Employ valid and reliable research strategies.
- ✓ Utilize critical thinking to make sense of problems and persevere in solving them.
- ✓ Model integrity, ethical leadership and effective management.
- ✓ Use technology to enhance productivity.
- ✓ Work productively in teams while using cultural global competencies.

**NATIONAL STANDARDS FOR FAMILY AND CONSUMER SCIENCES**

- 1.2.4 Demonstrate teamwork skills in school, community and workplace settings.
- 1.2.6 Demonstrate leadership skills and abilities in school, workplace and community settings.
- 1.2.5 Analyze future-ready strategies to shape, manage, and utilize change, including changing technologies in the workplace.
- 1.2.8 Demonstrate employability skills, work ethics, and professionalism.
- 2.1.1 Apply time management, organizational, and process skills to prioritize tasks and achieve goals.
- 11.1.2 Analyze the value of interior design to individuals, families, and society including the financial benefits and the impact of housing and interior design careers on individual/ family, local, state, national, and global economies.
- 11.2.1 Evaluate the use of elements and principles of design in housing and commercial and residential interiors.
- 11.2.3 Analyze the effects that the principles and elements of design have aesthetics and function
- 11.3.1 Analyze the product information, including but not limited to floor coverings. Wall coverings, textiles, window treatments, furniture, lighting fixtures, kitchen and bath fixtures, and equipment.
- 11.3.2 Evaluate manufacturers, products, and materials considering building codes, and regulations, environmental protection, care and maintenance, and safety issues.
- 11.3.3 Demonstrate measuring, estimating, ordering, purchasing, pricing, and repurposing skills.
- 11.3.4 Appraise various interior furnishings, finishes, fixtures, appliances, and equipment to provide cost and quality choices.
- 11. 3.5 Examine the impact of housing, interiors, and furnishing on the health, safety and welfare of the public.
- 11.3.6 Demonstrate design processes such as determining the scope of the project, programming, research, concept development, schematic design, design drawing, and design development and presentation.
- 11.4.1 Interpret information provided on design, construction, and other industry-related interior design documents.
- 11.4.2 Evaluate floor plans for efficiency and safety in areas including but not limited to zones, traffic patterns, storage, and electrical, plumbing, ventilation, and thermal systems.
- 11.4.3 Draft and interior space to scale using architecture symbols.
- 11.4.4 Arrange furniture placement with reference to principles of design, traffic flow, activity, and existing architectural features.
- 11.4.6 Demonstrate graphic communications skills (CAD, PowerPoint, sketching, etc.)
- 11.6.1 Assess financial resources needed to improve interior space.
- 11.6.4 Critique design plans to address clients' needs, goals, and resources.
- 11.6.5 Justify design solutions related to client's needs, and the design process.
- 11.7.2 Prepare sketches, elevations, perspectives, and renderings, using appropriate media.
- 11.7.6 Create floor plans using architectural drafting skills and computer aided design software.
- 11.8.8 Demonstrate knowledge of multi-disciplinary collaboration and consensus building skills needed in practice.

**MATHEMATICAL PRACTICES**

- 1. Make sense of problems and persevere in solving them.
- 2. Reason abstractly and quantitatively.
- 3. Construct viable arguments and critique the reasoning of others.
- 4. Model with mathematics.
- 5. Use appropriate tools strategically.
- 6. Attend to precision.

7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning

**GEOMETRY OVERVIEW**

**Congruence -** Experiment with transformations in the plane.  
Understand congruence in terms of rigid motions.  
Make geometric constructions.

**Similarity, Right Triangles, and Trigonometry -**  
Understand similarity in terms of similarity transformations.  
Define trigonometric ratios and solve problems involving right triangles.

**Circles -** Find arc lengths and areas of sectors of circles.

**Geometric Measurement and Dimension -**  
Visualize relationships between two-dimensional and three-dimensional objects.

**Modeling with Geometry -**  
Apply geometric concepts in modeling situations.

**EVENT LEVELS**

**Level 2: Participants in grades 9 – 10**

**Level 3: Participants in grades 11 – 12**

**ELIGIBILITY**

1. A chapter may register two (2) entry in each event level.
2. An entry is defined as one (1) participant or one (1) team comprised of a maximum of three (3) members.
3. An event level is determined by a member's grade in school and affiliation status.
4. Participation is open to any affiliated FCCLA member in grades 9 through 12.
5. Eligible participants are members who are currently or have been enrolled in a Family and Consumer Sciences course preparing them for careers or employment in the Visual Arts and Design career pathway. Coursework which meets these requirements may be determined by the State Adviser.

**PROCEDURES & REGULATIONS**

1. The Interior Design project must be developed and completed within a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference.
2. The Interior Design project must be planned and prepared by the participant(s) only. Supporting resources are acceptable as long as participants are coordinating their use and resources are cited appropriately verbally and/or in print during the presentation to avoid false credit for unoriginal or non-participant work.
3. The design scenario that all participants must base their design will be available in the FCCLA Adviser Portal and Student Portal by October 1.
4. Chapters with multiple entries in this event must submit different projects for each entry.
5. A 3-D model can be added to the floor plan board if there is room on the board in addition to the floor plans. The model would supplement the event requirements. Additions should only be considered if the student designer has extra time and the requirements are fulfilled – **no additional points will be earned.**
6. A table will be provided. Participants must bring all other necessary supplies and/or equipment. Wall space electrical outlets/equipment, and wireless Internet connection will not be available.
7. The use of video recordings is not allowed in this event.
8. Spectators may not observe any portions of this event.
9. The design scenario which all participants must base their design on will be available online by October 1, and is included at the end of these guidelines.
10. Two (2) individuals/teams from each event level may be chosen to represent New Jersey at the National Leadership Conference.

### Procedures and Time Requirements for Competition

Each entry <u>must</u> submit a digital file folder via Google Drive by March 15, 2022. The hard copy file folder must be submitted at the State Leadership Conference to the room location designated in the State Leadership Conference program during the specified registration time.	
5 minutes	Each entry will have 5 minutes to set up for the event. Other persons may not assist.
10 minutes	The oral presentation <u>may be up to ten (10) minutes</u> in length. The oral presentation is a time for the participant(s), in the role of student designer(s), to present to the evaluators, in the role of clients, the interior design. The presentation is intended to be a two-way dialogue, as in a conversation or interview, rather than a one-way presentation.
Following the presentation, evaluators and participant(s) will step out of character as designer(s) and clients for a follow-up interview as evaluators and participant(s).	
Evaluators will use the rating sheet to score and write comments for each entry.	

### General Information

Individual or Team Event	Prepare Ahead of Time	Participant Set Up/ Prep Time	Maximum Oral Presentation Time	Equipment Provided	Electrical Access
Individual or Team (1-3 participants)	File Folder, Visuals, Oral Presentation	5 minutes	10 minutes	Table	Not provided

### Presentation Elements Allowed

Audio	Costumes	Easel(s)	File Folder	Large Newsprint Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals
		■	■			■			*

\*Visuals are design and sample boards only.

## INTERIOR DESIGN SPECIFICATIONS

### File Folder



Although, this is an in-person event, each entry will require a digital folder and hard copy folder.

An assigned digital folder to submit the project materials via Google Drive will be provided to the adviser upon competitive event registration. All digital materials must be submitted by **March 15, 2022** and privacy settings must be viewable to anyone with the link.

Each entry must submit a digital file with the following information:

- A. Project Identification Page
  - Name(s) of Participant(s)
  - School Name
  - Chapter Name
  - City & State
  - Event Name (Interior Design)
  - Event Level
  - Project Title
- B. FCCLA Planning Process Summary Page
- C. Evidence of Online Project Summary Submission
- D. Client Invoice
- E. 5 Pictures of each presentation boards. One full page picture of the entire display and 4 pictures- one of each of the quadrants of the presentation board that shows the content of the board.

Participant(s) will submit one (1) letter-size hard copy *file folder* containing one set, stapled, of the items listed below to the designated location in the conference program. The hard copy *file folder* must be labeled (typed or handwritten) in the top left corner with participant's name, school name, chapter name, event name (Interior Design), and event level.

<i>Project Identification Page</i>		One 8½" x 11" page on <i>plain paper</i> , with no <i>graphics</i> or decorations; must include participant's name(s), school, chapter name, city, state, event name, event level and title of project.
FCCLA <i>Planning Process</i> Summary Page		One 8½" x 11" page summarizing how each step of the <i>Planning Process</i> was used to develop the Interior Design project. Each step is fully explained.
Evidence of Online Project Summary Submission		Complete the online project summary form located on the "Surveys" tab of the FCCLA Portal and include signed proof of submission in the <i>file folder</i> .
Client Invoice		Create a client invoice, using the online template, to include costs for billable hours, five (5) furnishings/fixture samples as specified in the design scenario, and floor treatment. Additional information may be included on the invoice but is not required. The client invoice must be on a single, one-sided sheet of 8 ½" x 11" paper.

### Board Specifications

Each *individual* or *team* will prepare two to three (2-3) single-sided presentation boards – one (1) to display the design overview (Design Board) and one to two (1-2) to display the interior design elements intended to meet the needs of the clients as stipulated in the Interior Design Scenario on the FCCLA national website (Samples Board). *Easels* may be used to present boards but will not be provided.

Type of Board	Boards may be foam board, mat board, or mat board mounted of foam core.
Color	Board background must be either solid black or white.
Size	Boards may not exceed 22" x 30".
Business Card	Each board must have attached a standard size business card for the <i>individual</i> or <i>team</i> – to include participant's name(s), school, chapter name, city, and state.
Illustrations	Use appropriate and effective illustrations to display design choices.
Overall Effectiveness	Boards should be visually appealing and effectively convey the intended design to those who view them.

### Design

Each individual or team will design spaces as indicated by the Interior Design Scenario, found in the FCCLA portal.

Floor Plan	Develop a floor plan that is correctly drawn to a consistent ¼"=1' scale, all architectural features indicated appropriately, and furniture arrangement displayed. Floor plans may be hand drawn or computer generated. Display on the Design Board.
Furniture Arrangement	Design a furniture arrangement that is good for form and function. Show appropriately on floor plan.
<i>NKBA Planning Guidelines</i>	Follow <i>NKBA Planning Guidelines</i> as indicated in the Design Scenario.

Specified Elevation	Create a 2-D, full color, elevation for the space specified in the Interior Design Scenario with a ½"=1' scale. May be either hand drawn or computer generated. Display on the Design Board.
Samples	Coordinate design choices for flooring, wall treatment, needed furniture, window coverings, accessories, and others as needed. Display samples of all design choices on the Samples Board.
Principles of Design	Demonstrate a thorough knowledge of interior design principles and correctly apply knowledge.
Originality of Design	Develop an original design for the Interior Design Scenario.
Thoughtfulness of Design	Design a space that meets the needs of clients and their design style.
Responsible Design	Design a space that is appropriate for the well-being of both the clients' situation and health and state of the environment.
Overall Effectiveness	Ensure the overall design is visually appealing and elements are functional and effective.

**Presentation to Clients**

The presentation to clients **may be up to ten (10) minutes** in length and is delivered to evaluators. The presentation is a time for participant(s), in the role of student designer, to present to the evaluators, in the role of clients. The presentation is intended to be a two-way dialogue, as in a conversation or interview, rather than a one-way presentation. No other *visuals* or *audiovisual equipment* will be permitted.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize research.
Knowledge of Interior Design	Demonstrate thorough research and knowledge of interior design.
Rationale of Design Explained	Demonstrate a thorough understanding of the clients' living space needs and style and industry standards including knowledge of the <i>NKBA Planning Guidelines</i> where appropriate.
Use of Display Boards	Use the design boards effectively during the presentation.
Voice	Speak clearly with appropriate pitch, tempo and volume.
Body Language / Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used. Wear appropriate business clothing for the nature of the presentation.
Grammar / Word Usage / Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.

This invoice template may be adjusted for space as needed but all information must be presented in this order. All items marked with \* are required.

# INVOICE TEMPLATE

Date: \_\_\_\_\_  
INVOICE #: \_\_\_\_\_

Student Designer Name  
City, State, Zip Code

Client [Name]  
Info: [City, State, Zip Code]

Furnishings and Accessories (minimum 5)					
FURNITURE LABEL	DESCRIPTION	SPECIFICATIONS (FABRICS AND FINISHES)	LIST PRICE	QTY	TOTAL LIST PRICE
			\$		\$

SUBTOTAL (FURNISHINGS AND ACCESSORIES)			\$
Tax (based on your state)		%	\$
Shipping/Installation (10%)		10 %	\$
TOTAL FURNISHINGS AND ACCESSORIES BUDGET			\$

DESIGN FEE	RATE	HOURS	DESIGN FEE
Student Designer			\$

TOTAL BUDGET ESTIMATE (FURNISHINGS + DESIGN FEE)	\$
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Thank you for your business!

This template provided as a resource for FCCLA chapters to use in the Interior Design STAR Event. [www.fcclainc.org](http://www.fcclainc.org).

## Interior Design Rating Sheet

Name of Participant(s) \_\_\_\_\_

School \_\_\_\_\_ Event Level \_\_\_\_\_

### INSTRUCTIONS:

1. Before student presentation, evaluators must check the participants' portfolio using the criteria and standards in the guidelines. If there is a discrepancy over or under the required number of items, please complete the Point Deduction sheet as necessary.
2. Write the appropriate rating in the "Score" column. Points given may range between 0 and the maximum number indicated. Total the points and enter under "TOTAL SCORE". Make comments to help participants identify their strengths and areas for improvement. Use the back of the sheet if necessary.

Evaluation Criteria	Poor	Fair	Good	Very Good	Excellent	Score	Comments
<b>FILE FOLDER</b>							
FCCLA Planning Process Summary	0-1	2	3	4	5		
Client Invoice	0-1	2	3	4	5		
<b>BOARD SPECIFICATIONS</b>							
Type of Board, Color, Size and Business Card	0-1	2	3	4	5		
Illustrations	0-1	2	3	4	5		
Overall Effectiveness	0-1	2	3	4	5		
<b>DESIGN</b>							
Scaled Room Floor Plan	0-2	3-4	5-6	7-8	9-10		
Furniture Arrangement	0-1	2	3	4	5		
NKBA Planning Guidelines	0	1		2	3		
Specific Elevation	0-1	2	3	4	5		
Samples	0	1		2	3		
Principles of Design	0-1	2	3	4	5		
Originality of Design	0	1		2	3		
Thoughtfulness of Design	0	1		2	3		
Responsible Design	0	1		2	3		
Overall Effectiveness	0-1	2	3	4	5		
<b>ORAL PRESENTATION</b>							
Organization/Delivery	0-1	2	3	4	5		
Knowledge of Subject Matter	0-1	2	3	4	5		
Rationale of Design Decisions Explained	0-1	2	3	4	5		
Use of Display Boards During Presentation	0-1	2	3	4	5		
Voice, Body Language, Grammar and Pronunciation	0-1	2	3	4	5		
Responses to Evaluators' Questions	0-1	2	3	4	5		

**Total Score** \_\_\_\_\_

**Verification of Total Score** (please initial)

Evaluator \_\_\_\_\_

Room Consultant \_\_\_\_\_

Lead Consultant \_\_\_\_\_

**Circle Rating Achieved:**

Gold: 90-100

Silver: 79-89

Bronze: 70-78