

Family and Consumer Sciences
Grades 9-12

Housing and Environment

CORE



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2020 Update

Acknowledgements

Many Family and Consumer Sciences educators from across New York State contributed to the development of the original Housing and Environment Core curriculum guide. Since then, many efforts have been made to maintain the integrity of the curriculum guide while updating the accompanying learning experiences. This revision brings the Housing and Environment Core into alignment with all educational requirements and recommendations at the state and national levels. A special thank you goes to the writing team for their vision in updating this document, as we acknowledge the time, talents, and expertise of all who contributed to the development of this course.

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Foreword

This publication provides guidance to those responsible for planning, implementing, and assessing the commencement level Family and Consumer Sciences Housing and Environment CORE course. Students who successfully complete the Housing and Environment CORE, along with the Clothing and Textiles CORE, satisfy the one-unit Fine Arts graduation requirement (See Appendix A).

Housing and Environment CORE is one of the courses in the Family and Consumer Sciences Textiles and Design Learning Strand. Courses in the Textiles and Design Learning Strand include:

- Clothing and Textiles CORE
- Housing and Environment CORE
- The Fashion Industry
- Clothing Production
- Interior Design
- Home Furnishings

Housing and Environment CORE can be combined with other courses in this strand to create the content for a NYS Approved CTE program (see <http://www.p12.nysed.gov/cte/ctepolicy/>).

NYS Approved CTE programs offer students:

- an opportunity to apply academic concepts to real-world situations;
- preparation for industry-based assessments or certifications;
- the opportunity to earn college credit or advanced standing while still in high school;
- work-based learning opportunities where students demonstrate mastery of skills essential in the workplace;
- an avenue for meeting requirements of the CTE graduation pathway; and
- an opportunity to earn a technical endorsement on their diplomas.

Family and Consumer Sciences courses promote student attainment of the commencement level New York State Learning Standards in Family and Consumer Sciences and New York State Learning Standards in Career Development and Occupational Studies. In addition, Housing and Environment CORE meets commencement level New York State Standards for the (Visual) Arts. Family and Consumer Sciences courses are also aligned with the National Family and Consumer Sciences Learning Standards (see <http://www.nasafacs.org/national-standards-and-competencies.html>).

Like all high school CTE courses, Housing and Environment CORE encourages student application of academic content, acquisition of technical skills, and demonstration of employability skills (life/career abilities). Family and Consumer Sciences education is one of the disciplines covered by the Career and Technical Education (CTE) umbrella. As

such, Commissioner's Regulations and NYSED policies developed for CTE programs and students apply to Family and Consumer Sciences.

Message to the Teacher

From earliest history, shelter has been a basic human need. In today's global society, the issues surrounding housing decisions take on added importance. This course is designed to make students aware of the influence of history, culture, and environment in their housing decisions. Current environmental issues, such as, the role housing design plays in energy conservation, are increasingly important to examine. Changing global demographics have created housing issues that must be satisfied for individuals and families across the lifespan through innovative design solutions.

Housing is a personal and family expense. People who are informed about design and construction are more effective consumers. The Housing industry is an important component of the economy of New York State, as well as, an area that provides many opportunities for entrepreneurship. This course will help students explore career opportunities in this field and help them develop skills needed for employment

Students live in a rapidly changing and increasingly complex world. Our students are future family, community and career leaders, and citizens. As citizens of tomorrow, they need to be able to synthesize information, utilize prior knowledge, work cooperatively, and apply critical thinking skills as they progress along their divergent paths. The charge to Family and Consumer Sciences educators is to empower students by engaging them in experiential activities that will guide them into the future.

Curriculum Overview –Housing and Environment CORE

1. What is Housing and Environment CORE?

Housing and Environment CORE is one of the foundational courses in the Family and Consumer Sciences Textiles and Design Learning Strand. The Housing and Environment CORE explores the influence of history, culture, and environment in housing decisions. Both exterior and interior design are examined, as well as, current environmental issues such as the role housing design plays in energy conservation. Students will also be exposed to the many possible career pathways in housing and design. The Housing and Environment CORE course is a suggested prerequisite for all other housing courses in the Textiles and Design learning strand. The Housing and Environment CORE course has been designed as a twenty-week (one semester) course.

2. Who can teach the Housing and Environment CORE?

All Family and Consumer Sciences courses must be taught by a certified Family and Consumer Sciences teacher.

3. How is the Housing and Environment CORE course organized?

The Housing and Environment CORE is divided into 8 content topics:

- Housing Trends (HT)
- Housing Decisions (HD)
- Elements of Design (ED)
- Principles of Design (PD)
- Design Theory (DT)
- Design and Personal Living (DL)
- Global Housing Concerns and Solutions (GH)
- Career Pathways in Housing and Environment (CP)

Each content topic is introduced with an Essential Question followed by:

- The Standards Connections
- Key Ideas
- A Rationale
- Performance Objectives and Supporting Competencies

Academic skills and employability skills (life/career abilities) are not to be taught separately but rather embedded throughout the course using the focus of essential questions.

4. How does the Housing and Environment CORE curriculum relate to the Learning Standards?

This course is a vehicle through which the commencement level New York State Learning Standards for Family and Consumer Sciences can be attained. It also addresses the New York State Commencement Level Learning Standards for Career and Occupational Studies.

Housing and Environment CORE content topics align with the National Standards for Family and Consumer Sciences.

The New York State Standards for the (Visual) Arts are a focus of this curriculum. Students who successfully complete the Clothing and Textiles CORE, along with the Housing and Environment CORE, satisfy the one-unit Fine Arts graduation requirement (See Guide for Administrators and School Counselors at <http://www.p12.nysed.gov/cte/policy/>).

5. Why is it important for students to study Housing and Environment CORE?

Housing is a basic human need. Changing global demographics have created housing issues that must be satisfied for individuals and families across the lifespan through innovative design solutions. In addition, housing is a personal and family expense. People who are informed about design and construction are more effective consumers.

The Housing industry is an important component of the economy of New York State, as well as, an area that provides many opportunities for entrepreneurship. This course will help students explore career opportunities in this field and help them develop skills needed for employment.

6. What instructional strategies best support student learning in Housing and Environment?

The purpose of instructional strategies is to deliver the New York State Learning Standards in Family and Consumer Sciences, Career Development and Occupational Studies, and the (Visual) Arts. Teachers should develop learning experiences that are aligned with these standards.

Strategies could include, but are not limited to:

- Applied Academics
- Demonstrations
- Experiments
- FCCLA activities
- Group discussions
- Group problem solving
- Interviews
- Laboratory experiences
- Library research
- Multi-age activities
- Projects
- Scenarios
- Shadowing

Appropriate technology should be incorporated into any selected strategy.

It is recommended that the course be delivered within a laboratory setting and involve a minimum of 75% hands-on instruction. Guidelines for laboratory facilities and equipment

can be accessed in the Family and Consumer Sciences Facilities Guide at <http://www.p12.nysed.gov/cte/facse/guide.html>

Providing student access to other school staff (e.g., school counselors, school nurses, librarians, special education teachers, etc.) and community members will strengthen their network of academic and personal support.

7. How can special needs students succeed in Housing and Environment CORE?

Students with special needs are included in Housing and Environment CORE. Family and Consumer Sciences educators acknowledge the need to differentiate instruction, recognize multiple intelligences, and maximize the strengths of varied learning styles to accommodate all students. This can be accomplished through a variety of alternative instructional and assessment strategies. Information on adapting space and equipment for special needs students can be found in the Family and Consumer Sciences Facilities Guide at <http://www.p12.nysed.gov/cte/facse/guide.html>.

8. How can teachers assess student achievement in Housing and Environment CORE?

Students should be assessed on a regular basis. All students can demonstrate the acquisition of skills learned and apply those to real-world situations through:

- Authentic assessments
- Laboratories
- Tests and quizzes
- Projects
- Math computations
- Public speaking
- Written reflections
- Portfolios
- Scenarios

9. How does Family and Consumer Sciences support positive youth development through Family, Career and Community Leaders of America (FCCLA)?

In addition to strong academic achievement, positive youth development is essential in educating youth today. Projects, leadership opportunities, and service-learning experiences through Family, Career and Community Leaders of America (FCCLA) enhance the content topics of the Family and Consumer Sciences curricula. Students have the advantage of a practical forum to demonstrate leadership skills in an action-oriented format and have the potential for recognition of their achievement at the local, state, and national levels.

Course: Housing and Environment CORE

Content Topics

A. Housing Trends (HT)

1. Historical Influences on Architecture
2. Environmental and Cultural Influences on Architecture
3. Future Housing and Environment Design

B. Housing Decisions (HD)

1. Community Housing Options
2. Influences on Housing Decisions

C. Elements of Design (ED)

1. Line
2. Color
3. Shape
4. Form
5. Texture
6. Space

D. Principles of Design (PD)

1. Balance
2. Rhythm
3. Emphasis
4. Proportion and Scale
5. Harmony and Unity

E. Design Theory (DT)

1. Art Movements and Period Furnishings
2. Structural Design
3. Decorative Design
4. Eclectic Design

F. Design and Personal Living (DL)

1. Space Needs for Individuals and Families
2. Space Planning Skills
3. Selection of Appliances, Furnishings, and Equipment
4. Safe and Healthy Living Environments

G. Global Housing Concerns and Solutions (GH)

1. Universal Home Design
2. Environmental Design
3. Challenges to Innovation

H. Career Pathways in Housing and Environment (CP)

1. Career Paths
2. Career Suitability

Appendices

Appendix A - Visual Arts Infusion Chart

Appendix B - Learning Experience Template

Appendix C - Compilation of Performance Objectives and Supporting Competencies

A. Housing Trends (HT) *How can I assess the effect of historical, environmental, and cultural influences on architectural styles in local, regional, state, national, and global communities?*

Standards Connections

Housing Trends supports the NYS Family and Consumer Sciences Learning Standards 2 – A Safe and Healthy Environment and 3 – Resource Management; NYS Career Development and Occupational Studies Standards 2 – Integrated Learning, 3a – Universal Foundation Skills and 3b – Career Majors (Arts and Humanities); and NYS Arts (Visual Arts) Anchor Standards 1, 2, 3, 6, 7, 9, 10, 11

Rationale

The purpose of this content topic is to provide students with opportunities to examine historical, environmental, and cultural influences on architectural styles in local, regional, state, national, and global communities. Students will analyze influences on housing and predict how they will necessitate innovations in design to meet current and future human needs. This content topic will also provide opportunities for students to apply communication, leadership, management, and thinking skills to the study of housing trends.

Key Ideas

NYS FACS 2 - Students can provide a safe and nurturing environment for themselves and others.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money. They will know and access community resources.

NYS CDOS 2 - Students will use essential academic concepts, facts, and procedures in applications related to life skills and the world of work.

NYS CDOS 3a1 - Basic Skills

NYS CDOS 3a2 - Thinking Skills

NYS CDOS 3a3 - Personal Qualities

NYS CDOS 3a6 - Managing Information

NYS CDOS 3a7 - Managing Resources

NYS CDOS 3a8 - Systems

NYS CDOS 3b Arts and Humanities 1 - Foundation

NYS CDOS 3b Arts and Humanities 3 - Aesthetics

NYS Arts (Visual Arts) Anchor Standard 1 - Generate and conceptualize artistic ideas and work

NYS Arts (Visual Arts) Anchor Standard 2 – Organize and develop artistic ideas and work

NYS Arts (Visual Arts) Anchor Standard 3 – Refine and complete artistic ideas and work

NYS Arts (Visual Arts) Anchor Standard 6 – Convey meaning through the presentation of artistic work

NYS Arts (Visual Arts) Anchor Standard 7 – Perceive and analyze artistic work

NYS Arts (Visual Arts) Anchor Standard 9 – Apply criteria to evaluate artistic work

NYS Arts (Visual Arts) Anchor Standard 10 – Synthesize and relate knowledge and personal experiences to make art

NYS Arts (Visual Arts) Anchor Standard 11 – Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

Performance Objectives and Supporting Competencies for Housing Trends

Housing Trends Performance Objective 1

HT.1 Analyze historic architectural styles and determine their influences on modern housing

- HT.1.1. Identify historic architectural styles and relate each to its period in history
- HT.1.2. Evaluate historic architectural styles by the examining human needs, wants, and goals of the periods in which they were popularized
- HT.1.3. Evaluate historical factors which have influenced the current architecture of the local area
- HT.1.4. Identify modifications or adaptations of historic architectural styles in current local, regional, state, national, and global communities

HT.2 Examine environmental and cultural influences on architectural styles displayed in local, regional, state, national and global communities

- HT.2.1. Identify environmental factors, including climate and weather, and determine their influence on architectural styles in various local, regional, state, national, and global communities
- HT.2.2. Identify cultural factors and determine their influence on architectural styles in various local, regional, state, national, and global communities

HT.3 Analyze current influences on housing and predict how they will necessitate innovations in design to meet future human needs

- HT.3.1. Compare and contrast housing trends in rural, suburban, and urban areas at the in local, regional, state, national, and global level
- HT.3.2. Summarize the demographic trends which influence housing styles and living environments
- HT.3.3. Identify the areas, individuals, or situations in which human needs are currently unmet by housing options
- HT.3.4. Predict housing needs for the future and design prototype innovations to address those needs

B. Housing Decisions (HD) *How do lifestyle choices, lifespan considerations, and economic factors influence individual and family housing decisions?*

Standards Connections

Housing Decisions supports the NYS Family and Consumer Sciences Learning Standards 2 – A Safe and Healthy Environment and 3 – Resource Management; NYS Career Development and Occupational Studies Standards 2 – Integrated Learning, 3a – Universal Foundation Skills and 3b – Career Majors (Arts and Humanities); and NYS Arts (Visual Arts) Anchor Standards 6, 7, 10, 11

Rationale

Lifestyle choices, lifespan considerations, and economic factors impact individual and family housing decisions. Students will study and evaluate housing options in local, regional, state, national, and global communities in terms of individual and family needs and resources. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking to the study of housing decisions.

Key Ideas

NYS FACS 2 - Students can provide a safe and nurturing environment for themselves and others.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money. They will know and access community resources.

NYS CDOS 2 - Students will use essential academic concepts, facts, and procedures in applications related to life skills and the world of work.

- NYS CDOS 3a1 - Basic Skills
- NYS CDOS 3a2 - Thinking Skills
- NYS CDOS 3a3 - Personal Qualities
- NYS CDOS 3a4 - Interpersonal Qualities
- NYS CDOS 3a6 - Managing Information
- NYS CDOS 3a7 - Managing Resources
- NYS CDOS 3a8 - Systems

- NYS CDOS 3b Arts and Humanities 1 - Foundation
- NYS CDOS 3b Arts and Humanities 3 - Aesthetics
- NYS CDOS 3b Arts and Humanities 4 - Personal Qualities
- NYS CDOS 3b Arts and Humanities 5 - Creative Processes and Practices
- NYS CDOS 3b Arts and Humanities 6 - Making Results Public

NYS Arts (Visual Arts) Anchor Standard 6 - Convey meaning through the presentation of artistic work

NYS Arts (Visual Arts) Anchor Standard 7 - Perceive and analyze artistic work

NYS Arts (Visual Arts) Anchor Standard 10 - Synthesize and relate knowledge and personal experiences to make art

NYS Arts (Visual Arts) Anchor Standard 11 – Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

Performance Objectives and Supporting Competencies for Housing Decisions

Housing Decisions Performance Objective 1

HD.1 Identify factors which influence community housing options

- HD.1.1. Compare the demographic trends of contemporary society to those of previous generations
- HD.1.2. Consider lifestyle options found in local, regional, state, national, and global communities
- HD.1.3. Determine ways community housing options reflect contemporary societal needs

Housing Decisions Performance Objective 2

HD.2 Identify factors which influence individual and family housing decisions

- HD.2.1. Assess community, family, and individual resources needed to achieve housing goals
- HD.2.2. Describe ways lifestyle choices, lifespan considerations, and economic factors influence housing choices
- HD.2.3. Examine factors that contribute to the suitability of different communities for individuals and families and ways these factors impact housing decisions

C. Elements of Design (ED) *How can I use the elements of design to create an aesthetic and functional environment?*

Standards Connections

Elements of Design supports the NYS Family and Consumer Sciences Learning Standards 2 – A Safe and Healthy Environment and 3 – Resource Management; NYS Career Development and Occupational Studies Standards 2 – Integrated Learning, 3a – Universal Foundation Skills and 3b – Career Majors (Arts and Humanities); and NYS Arts (Visual Arts) Anchor Standards 1, 2, 4, 5, 7, 10, 11

Rationale

Students will scrutinize the elements of design and their utilization in housing plans and interiors. Students will employ line, color, shape, form, space, texture, and lighting in creating designs for aesthetic and functional living spaces. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the study of the elements of design.

Key Ideas

NYS FACS 2 - Students can provide a safe and nurturing environment for themselves and others.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money. They will know and access community resources.

NYS CDOS 2 - Students will use essential academic concepts, facts, and procedures in applications related to life skills and the world of work.

NYS CDOS 3a1 - Basic Skills
NYS CDOS 3a2 - Thinking Skills
NYS CDOS 3a6 - Managing Information
NYS CDOS 3a7 - Managing Resources
NYS CDOS 3a8 - Systems

NYS CDOS 3b Arts and Humanities 1 - Foundation
NYS CDOS 3b Arts and Humanities 2 - Communication
NYS CDOS 3b Arts and Humanities 3 - Aesthetics
NYS CDOS 3b Arts and Humanities 4 - Personal Qualities
NYS CDOS 3b Arts and Humanities 5 - Creative Processes and Practices
NYS CDOS 3b Arts and Humanities 6 - Making Results Public

NYS Arts (Visual Arts) Anchor Standard 1 - Generate and conceptualize artistic ideas and work

NYS Arts (Visual Arts) Anchor Standard 2 – Organize and develop artistic ideas and work

NYS Arts (Visual Arts) Anchor Standard 4 – Analyze, interpret, and select artistic work for presentation

NYS Arts (Visual Arts) Anchor Standard 5 – Develop and refine artistic techniques and work for presentation

NYS Arts (Visual Arts) Anchor Standard 7 – Perceive and analyze artistic work

NYS Arts (Visual Arts) Anchor Standard 10 – Synthesize and relate knowledge and personal experiences to make art

NYS Arts (Visual Arts) Anchor Standard 11 – Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

Performance Objectives and Supporting Competencies for Elements of Design

Elements of Design Performance Objective 1

ED.1 Analyze elements of design in housing and interior design

- ED.1.1. Identify and demonstrate line as an element of design
- ED.1.2. Identify and demonstrate color as an element of design
- ED.1.3. Identify and demonstrate shape and form as elements of design

- ED.1.4. Identify and demonstrate characteristics of texture as an element of design
- ED.1.5. Identify and demonstrate visual aspects of space as an element of design
- ED.1.6. Identify and demonstrate visual aspects of lighting as an important factor in design

Elements of Design Performance Objective 2

ED.2 Apply elements of design to create designs for aesthetic and functional living spaces

- ED.2.1. Describe the qualities of aesthetic and functional living spaces
- ED.2.2. Demonstrate use of elements of design to create aesthetic and functional living spaces
- ED.2.3. Apply design elements in housing and interior design for various lifestyle needs
- ED.2.4. Recognize the effects of the elements of design in housing and interior design
- ED.2.5. Demonstrate techniques for using the elements of design to create a psychological impact in housing and interior design
- ED.2.6. Describe ways that the application of the elements of design to housing and interior design can facilitate individual self-expression
- ED.2.7. Utilize the elements of design to create aesthetic and functional living spaces

D. Principles of Design (PD) *How can I use the principles of design to create an aesthetic and functional environment?*

Standards Connections

Principles of Design supports the NYS Family and Consumer Sciences Learning Standards 2 – A Safe and Healthy Environment and 3 – Resource Management; NYS Career Development and Occupational Studies Standards 2 – Integrated Learning, 3a – Universal Foundation Skills and 3b – Career Majors (Arts and Humanities); and NYS Arts (Visual Arts) Anchor Standards 1, 2, 4, 5, 7, 10, 11

Rationale

Students will scrutinize the principles of design and their utilization in housing plans and interiors. Students will employ proportion and scale, balance, rhythm, and emphasis, to create harmony and unity in designs for aesthetic and functional living spaces. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the study of the principles of design.

Key Ideas

NYS FACS 2 - Students can provide a safe and nurturing environment for themselves and others.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money. They will know and access community resources.

NYS CDOS 2 - Students will use essential academic concepts, facts, and procedures in applications related to life skills and the world of work.

NYS CDOS 3a1 - Basic Skills

NYS CDOS 3a2 - Thinking Skills

NYS CDOS 3a6 - Managing Information

NYS CDOS 3a7 - Managing Resources

NYS CDOS 3a8 - Systems

NYS CDOS 3b Arts and Humanities 1 - Foundation

NYS CDOS 3b Arts and Humanities 2 - Communication

NYS CDOS 3b Arts and Humanities 3 - Aesthetics

NYS CDOS 3b Arts and Humanities 4 - Personal Qualities

NYS CDOS 3b Arts and Humanities 5 - Creative Processes and Practices

NYS CDOS 3b Arts and Humanities 6 - Making Results Public

NYS Arts (Visual Arts) Anchor Standard 1 - Generate and conceptualize artistic ideas and work

NYS Arts (Visual Arts) Anchor Standard 2 – Organize and develop artistic ideas and work

NYS Arts (Visual Arts) Anchor Standard 4 – Analyze, interpret, and select artistic work for presentation

NYS Arts (Visual Arts) Anchor Standard 5 – Develop and refine artistic techniques and work for presentation

NYS Arts (Visual Arts) Anchor Standard 7 – Perceive and analyze artistic work

NYS Arts (Visual Arts) Anchor Standard 10 – Synthesize and relate knowledge and personal experiences to make art

NYS Arts (Visual Arts) Anchor Standard 11 – Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

Performance Objectives and Supporting Competencies for Principles of Design

Principles of Design Performance Objective 1

PD.1 Analyze the principles of design in housing and interior design

PD.1.1. Identify and demonstrate balance as a principle of design

PD.1.2. Identify and demonstrate rhythm as a principle of design

PD.1.3. Identify and demonstrate emphasis as a principle of design

PD.1.4. Identify and demonstrate proportion and scale as principles of design

PD.1.5. Identify and demonstrate harmony and unity as principles of design

Principles of Design Performance Objective 2

PD.2 Apply principles of design to create designs for aesthetic and functional living spaces

PD.2.1. Describe the qualities of aesthetic and functional living spaces

PD.2.2. Demonstrate use of principles of design to create aesthetic and functional living spaces

PD.2.3. Apply principles of design to housing and interior designs for various lifestyle needs

PD.2.4. Recognize the effects of the principles of design in housing and interior design

PD.2.5. Demonstrate techniques for using the principles of design to create a psychological impact in housing and interior design

PD.2.6. Describe ways that the application of the principles of design to housing and interior design can facilitate individual self-expression

PD.2.7. Utilize the principles of design to create aesthetic and functional living spaces

E. Design Theory (DT) *How can I apply design theories to create aesthetic and functional living spaces?*

Standards Connections

Design Theory supports the NYS Family and Consumer Sciences Learning Standards 2 – A Safe and Healthy Environment and 3 – Resource Management; NYS Career Development and Occupational Studies Standards 2 – Integrated Learning, 3a – Universal Foundation Skills and 3b – Career Majors (Arts and Humanities); and NYS Arts (Visual Arts) Anchor Standards 1, 2, 5, 8, 10, 11

Rationale

Students will analyze design theories and their utilization in housing plans and interiors. Students will apply concepts of structural design, decorative design, and eclectic design to the creation of plans for aesthetic and functional living spaces. Students will explore the influence of art movements on housing and interior design. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the study of the design theory.

Key Ideas

NYS FACS 2 - Students can provide a safe and nurturing environment for themselves and others.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money. They will know and access community resources.

NYS CDOS 2 - Students will use essential academic concepts, facts, and procedures in applications related to life skills and the world of work.

NYS CDOS 3a1 - Basic Skills

NYS CDOS 3a2 - Thinking Skills

NYS CDOS 3a6 - Managing Information

NYS CDOS 3a7 - Managing Resources

NYS CDOS 3a8 - Systems

NYS CDOS 3b Arts and Humanities 1 - Foundation

NYS Arts (Visual Arts) Anchor Standard 1 – Generate and conceptualize artistic ideas and work

NYS Arts (Visual Arts) Anchor Standard 2 – Organize and develop artistic ideas and work

NYS Arts (Visual Arts) Anchor Standard 5 – Develop and refine artistic techniques and work for presentation

NYS Arts (Visual Arts) Anchor Standard 8 – Interpret intent and meaning in artistic work

NYS Arts (Visual Arts) Anchor Standard 10 – Synthesize and relate knowledge and personal experiences to make art

NY Arts (Visual Arts) Anchor Standard 11 – Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

Performance Objectives and Supporting Competencies for Design Theory

Design Theory Performance Objective 1

DT.1 Determine the relationship of art movements to housing and interior design

- DT.1.1. Identify art movements
- DT.1.2. Recognize that most art movements are extensions of, or reactions to, preceding movements
- DT.1.3. Examine the evolution of art movements throughout history
- DT.1.4. Explain how housing and furnishings are directly influenced by art movements throughout history.
- DT.1.5. Describe features of housing and furnishings that are characteristic of various art movements
- DT.1.6. Compare design details from art movements to current housing and furnishing trends
- DT.1.7. Identify period furniture styles and the influence of art movements on each period
- DT.1.8. Show how to apply the characteristics of art movements to create aesthetic and functional living spaces

Design Theory Performance Objective 2

DT.2 Describe concepts in structural design, decorative design, and eclectic design

- DT.2.1. Detail the concepts and characteristics of structural, decorative, and eclectic design
- DT.2.2. Identify features of housing, furnishings, and interior design that are examples of structural, decorative, and eclectic design
- DT.2.3. Explain the concept of “form following function” as it applies to housing and furnishings
- DT.2.4. Utilize the characteristics of structural, decorative, and eclectic design to create aesthetic and functional living spaces

F. Design and Personal Living (DL) *How can I plan for the personal housing and space needs of individuals and families throughout the lifespan?*

Standards Connections

Design and Personal Living supports the NYS Family and Consumer Sciences Learning Standards 2 – A Safe and Healthy Environment and 3 – Resource Management; NYS Career Development and Occupational Studies Standards 2 – Integrated Learning, 3a – Universal Foundation Skills and 3b – Career Majors (Arts and Humanities); and NYS Arts (Visual Arts) Anchor Standards 1, 2, 3, 5, 7, 9, 10, 11

Rationale

The purpose of this topic is to illustrate ways current and anticipated personal space needs guide home design. Students will evaluate household furnishing, appliance, and equipment selections in relation to lifespan needs. Students will plan necessary design innovations to accommodate personal living needs throughout the lifespan. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the study of the design and personal living.

Key Ideas

NYS FACS 2 - Students can provide a safe and nurturing environment for themselves and others.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money. They will know and access community resources.

NYS CDOS 2 - Students will use essential academic concepts, facts, and procedures in applications related to life skills and the world of work.

NYS CDOS 3a1 - Basic Skills

NYS CDOS 3a2 - Thinking Skills

NYS CDOS 3a6 - Managing Information

NYS CDOS 3a7 - Managing Resources

NYS CDOS 3a8 - Systems

NYS CDOS 3b Arts and Humanities 1 - Foundation

NYS Arts (Visual Arts) Anchor Standard 1 – Generate and conceptualize artistic ideas and work

NYS Arts (Visual Arts) Anchor Standard 2 – Organize and develop artistic ideas and work

NYS Arts (Visual Arts) Anchor Standard 3 – Refine and complete artistic ideas and work

NYS Arts (Visual Arts) Anchor Standard 5 – Develop and refine artistic techniques and work for presentation

NYS Arts (Visual Arts) Anchor Standard 7 – Perceive and analyze artistic work

NYS Arts (Visual Arts) Anchor Standard 9 – Apply criteria to evaluate artistic work

NYS Arts (Visual Arts) Anchor Standard 10 – Synthesize and relate knowledge and personal experiences to make art

NYS Arts (Visual Arts) Anchor Standard 11 – Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

Performance Objectives and Supporting Competencies for Design and Personal Living

Design and Personal Living Performance Objective 1

DL.1 Evaluate the psychological, cultural, personal, and regional conventions that shape housing space needs for individuals and families

- DL.1.1. Assess the impact of individual, family, and community beliefs on perceptions of space needs
- DL.1.2. Describe the importance of human and financial resource availability to decisions about individual and family space requirements
- DL.1.3. Determine the resources needed to create aesthetic, safe, and functional living spaces
- DL.1.4. Explain the importance of compatibility between exterior and interior design in creating a feeling of unity in living spaces

Design and Personal Living Performance Objective 2

DL.2 Demonstrate space planning skills required to meet the housing needs of individuals and families

- DL.2.1. Read information provided on blueprints
- DL.2.2. Analyze basic floor plan and blueprint symbols
- DL.2.3. Describe living space zones: private, quiet, work, social, service, and public
- DL.2.4. Evaluate living space for efficiency and safety in space zones, traffic patterns, and storage areas
- DL.2.5. Create a floor plan demonstrating skills required to meet the housing needs of individuals and families

Design and Personal Living Performance Objective 3

DL.3 Evaluate and select appliances, furnishings, and equipment based on consumer needs, goals, and resources

- DL.3.1. Research product information on alternatives for floor coverings, wall coverings, textiles, window treatments, furniture, lighting fixtures, kitchen and bath fixtures, accessories, and building materials
- DL.3.2. Compare the construction, materials, energy use, features, and costs of appliances, furnishings, and equipment

- DL.3.3. Appraise appliances, furnishings, and equipment based on criteria for care, maintenance, safety, and environmental considerations
- DL.3.4. Evaluate individual and family energy consumption
- DL.3.5. Select appliances, furnishings, and equipment based on consumer needs, goals, and resources
- DL.3.6. Demonstrate actions required to resolve consumer complaints due to dissatisfaction with appliances, furnishings, and equipment

Design and Personal Living Performance Objective 4

DL.4 Identify factors in the home which must be considered to create a safe and healthy living environment for individuals and families across the lifespan

- DL.4.1. Identify potentially hazardous housing practices for individuals and families across the lifespan
- DL.4.2. Identify prevention and emergency techniques and technologies for potentially hazardous housing situations
- DL.4.3. Formulate a household safety plan
- DL.4.4. Describe ways home care and maintenance contribute to the creation of a safe and healthy living environment for individuals and families across the lifespan
- DL.4.5. Identify local building codes designed to promote safe and healthy living environments for individuals and families across the lifespan

G. Global Housing Concerns and Solutions (GH) *How can I use meaningful design solutions to address global housing concerns when creating living spaces for individuals and families across the lifespan?*

Standards Connections

Global Housing Concerns and Solutions supports the NYS Family and Consumer Sciences Learning Standards 2 – A Safe and Healthy Environment and 3 – Resource Management; NYS Career Development and Occupational Studies Standards 2 – Integrated Learning, 3a – Universal Foundation Skills and 3b – Career Majors (Arts and Humanities); and NYS Arts (Visual Arts) Anchor Standards 2, 3, 4, 7, 11

Rationale

Students will identify global housing concerns and the meaningful design solutions that have been developed to address them. Students will consider the application of such design solutions to local, regional, state, national, and global communities in an effort to address housing concerns that have developed over time. Innovations, developed to mitigate housing issues for individuals and families across the lifespan, will be studied. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the study of global housing concerns and solutions.

Key Ideas

NYS FACS 2 - Students can provide a safe and nurturing environment for themselves and others.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money. They will know and access community resources.

NYS CDOS 2 - Students will use essential academic concepts, facts, and procedures in applications related to life skills and the world of work.

- NYS CDOS 3a1 - Basic Skills
- NYS CDOS 3a2 - Thinking Skills
- NYS CDOS 3a3 - Personal Qualities
- NYS CDOS 3a5 - Technology
- NYS CDOS 3a6 - Managing Information
- NYS CDOS 3a7 - Managing Resources
- NYS CDOS 3a8 - Systems

- NYS CDOS 3b Arts and Humanities 1 - Foundation
- NYS CDOS 3b Arts and Humanities 2 - Communication
- NYS CDOS 3b Arts and Humanities 3 - Aesthetics
- NYS CDOS 3b Arts and Humanities 4 - Personal Qualities
- NYS CDOS 3b Arts and Humanities 5 - Creative Processes and Practices
- NYS CDOS 3b Arts and Humanities 6 - Making Results Public

NYS Arts (Visual Arts) Anchor Standard 2 – Organize and develop artistic ideas and work

NYS Arts (Visual Arts) Anchor Standard 3 – Refine and complete artistic ideas and work

NYS Arts (Visual Arts) Anchor Standard 4 – Analyze, interpret, and

select artistic work for presentation

NYS Arts (Visual Arts) Anchor Standard 7 – Perceive and analyze artistic work

NYS Arts (Visual Arts) Anchor Standard 11 – Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

Performance Objectives and Supporting Competencies for Global Housing Concerns and Solutions

Global Housing Concerns and Solutions Performance Objective 1

GH.1 Analyze ways changing global demographics have led to the development of universal design principles

- GH.1.1. Summarize the demographic trends which have led to global housing concerns and ways universal home design may offer appropriate solutions
- GH.1.2. Describe the characteristics of a universal home design
- GH.1.3. Explain how universal home design contributes to aesthetic and functional living spaces that are useable by individuals and families across the lifespan
- GH.1.4. Examine local building codes to determine the ease of incorporating universal home design principles in the local community
- GH.1.5. Evaluate existing living spaces and develop plans for incorporating universal home design principles

Global Housing Concerns and Solutions Performance Objective 2

GH.2 Analyze ways changing global demographics have led to the development of environmental design principles

- GH.2.1. Summarize the demographic trends which have led to global housing concerns and ways environmental home design may offer appropriate solutions
- GH.2.2. Describe the characteristics of an environmental home design
- GH.2.3. Explain how environmental home design contributes to aesthetic and functional living spaces that are useable by individuals and families across the lifespan
- GH.2.4. Examine local building codes to determine the ease of incorporating environmental home design principles in the local community
- GH.2.5. Evaluate existing living spaces and develop plans for incorporating environmental home design principles

Global Housing Concerns and Solutions Performance Objective 3

GH.3 Analyze methods to advance acceptance of innovations, developed to mitigate housing issues, by individuals and families across the lifespan

- GH.3.1. Discuss the impact of innovative design decisions upon individuals and families across the lifespan

- GH.3.2. Identify physical, intellectual, social, cultural, and financial factors that challenge the acceptance of design innovations by individuals and families across the lifespan
- GH.3.3. Articulate strategies to promote the acceptance of design innovations by individuals and families across the lifespan

H. Career Pathways in Housing and Environment (CP) *How can I find out what careers are available in the housing and environment field and evaluate my interest and proficiency for this career path?*

Standards Connections

Career Pathways in Housing and Environment supports the NYS Family and Consumer Sciences Learning Standards 2 – A Safe and Healthy Environment and 3 – Resource Management; NYS Career Development and Occupational Studies Standards 1 – Career Development, 2 – Integrated Learning, 3a – Universal Foundation Skills and 3b – Career Majors (Arts and Humanities); and NYS Arts (Visual Arts) Anchor Standard 10, 11

Rationale

The purpose of this content topic is to investigate careers in the food housing and environment field. Students will research careers and describe the skills and education necessary to become successful in this field. Students will also examine and evaluate personal career potential and interest in housing and environment. In addition, students will have the opportunity to apply process skills as they help them to anticipate the future, identify employability traits, examine their relationship to the work environment, and to explore career pathways in housing and environment.

Key Ideas

NYS FACS 2 - Students can provide a safe and nurturing environment for themselves and others.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money. They will know and access community resources.

NYS CDOS 1 - Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

NYS CDOS 2 - Students will use essential academic concepts, facts, and procedures in applications related to life skills and the world of work.

- NYS CDOS 3a1 - Basic Skills
- NYS CDOS 3a2 - Thinking Skills
- NYS CDOS 3a3 - Personal Qualities
- NYS CDOS 3a4 - Interpersonal Qualities
- NYS CDOS 3a6 - Managing Information
- NYS CDOS 3a7 - Managing Resources
- NYS CDOS 3a8 - Systems

- NYS CDOS 3b Arts and Humanities 1 - Foundation
- NYS CDOS 3b Arts and Humanities 2 - Communication
- NYS CDOS 3b Arts and Humanities 3 - Aesthetics
- NYS CDOS 3b Arts and Humanities 4 - Personal Qualities
- NYS CDOS 3b Arts and Humanities 5 - Creative Processes and Practices
- NYS CDOS 3b Arts and Humanities 6 - Making Results Public

NYS Arts (Visual Arts) Anchor Standard 10 – Relate and synthesize knowledge and personal experiences to inspire and inform artistic work

NYS Arts (Visual Arts) Anchor Standard 11 – Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

Performance Objectives and Supporting Competencies for Career Pathways in Housing and Environment

Career Pathways in Housing and Environment Performance Objective 1

CP.1 Identify and investigate careers in the housing design field

- CP.1.1. Determine roles and functions of careers in the housing and environment field
- CP.1.2. Identify career pathways in housing and environment
- CP.1.3. Explore opportunities for employment and entrepreneurial endeavors in the housing and environment field
- CP.1.4. Examine education and training requirements for career paths in the housing and environment field
- CP.1.5. Examine the skills necessary for success in housing and environment careers
- CP.1.6. Compare and contrast working conditions in different housing and environment careers
- CP.1.7. Examine the impact of housing and environment occupations on local, state, national, and global economies

Careers Pathways in Housing and Environment Performance Objective 2

CP.2 Assess personal suitability to career characteristics in the housing and environment field

- CP.2.1. Evaluate personal qualities related to employability
- CP.2.2. Examine personal traits relevant to housing and environment careers
- CP.2.3. Match personal characteristics to suitable career choice(s)
- CP.2.4. Consider the impact of career choice on one's lifestyle and identify careers compatible with own lifestyle preference

Appendix A

HOUSING AND ENVIRONMENT CORE CHART ILLUSTRATING ART-INFUSED CURRICULUM

Family and Consumer Sciences Content Topics	CDOS Learning Standard 3b and Key Ideas	NYS Visual Arts Anchor Standards	Sample Integrated Activities
A. Housing Trends (HT)	<p>CDOS Learning Standard 3b - Arts and Humanities</p> <p>Key Ideas 1, 3</p>	1, 2, 3, 6, 7, 9, 10, 11	<p>Select architectural elements and use the language of art criticism to describe housing trends</p> <p>Match artworks with the architectural periods from earliest foundations to contemporary periods</p> <p>Describe how architectural styles change through time periods</p>
B. Housing Decisions (HD)	<p>CDOS Learning Standard 3b - Arts and Humanities</p> <p>Key Ideas 1, 3, 4, 5, 6</p>	6, 7, 10, 11	<p>Create a realtor's advertisement on a web site using examples of community housing options</p> <p>Create a photo-journal of community housing options</p> <p>Critique community housing design plans for individuals and families across the lifespan</p>
C. Elements of Design (ED)	<p>CDOS Learning Standard 3b - Arts and Humanities</p> <p>Key Ideas 1, 2, 3, 4, 5, 6</p>	1, 2, 4, 5, 7, 10, 11	<p>Design or create an object demonstrating elements of design (e.g., quilt design, textile weaving, room design)</p> <p>Create works of art that demonstrate of line, color, shape, form, space, texture, lighting</p>
D. Principles of Design (PD)	<p>CDOS Learning Standard 3b - Arts and Humanities</p>	1, 2, 4, 5, 7, 10, 11	<p>Design or create an object demonstrating principles of design (e.g., quilt design, textile weaving, room design)</p>

	Key Ideas 1, 2, 3, 4, 5, 6		Create works of art that understanding of proportion, scale, balance, rhythm, emphasis, and harmony
E. Design Theory (DT)	CDOS Learning Standard 3b - Arts and Humanities Key Ideas 1	1, 2, 5, 8, 10, 11	Design, create, and decorate a chair, or model of a chair, based on an art movement Design or create an interior illustrating period furnishings, colors, accessories, etc. Design or create an interior illustrating characteristics of structural, decorative, or eclectic design
F. Design and Personal Living (DL)	CDOS Learning Standard 3b - Arts and Humanities Key Ideas 1	1, 2, 3, 5, 7, 9, 10, 11	Create detailed sketches for home safety plans using two or more media Design an aesthetic home product or packaging for a product. Design a kitchen floor plan. Create a model showing spatial characteristics
G. Global Housing Concerns and Solutions (GH)	CDOS Learning Standard 3b - Arts and Humanities Key Ideas 1, 2, 3, 4, 5, 6	2, 3, 4, 7, 11	Create a drawing of a model home using 1 and 2 point perspective Draw an exterior design elevation using 1 and 2 point perspective Critique design plans for individuals and families across the lifespan
H. Career Pathways in Housing and Environment (CP)	CDOS Learning Standard 3b - Arts and Humanities Key Ideas 1, 2, 3, 4, 5, 6	11	Understand the process for pursuing a career in the housing design field

Appendix B

FAMILY AND CONSUMER SCIENCES – HIGH SCHOOL COURSES BEST PRACTICES RUBRIC

Indicators	1 Falls Below Expectations	2 Approaches Expectations	3 Meets Expectations	4 Exceeds Expectations
NYS FACS Learning Standards	Does not connect to NYS FACS Learning Standards.	Has limited evidence of connection to 1 NYS FACS Learning Standard.	Adequate evidence of connection to 1 or more NYS FACS Learning Standards.	Evidence of strong connections to 2 or more NYS FACS Learning Standards
NYS CDOS Learning Standards	Does not connect to NYS CDOS Learning Standards.	Has limited evidence of connection to 1 NYS CDOS Learning Standard.	Adequate evidence of connection to 1 or more NYS CDOS Learning Standard including Standard 3b.	Evidence of strong connections to 2 or more NYS CDOS Learning Standards including Standard 3b.
NYS Academic Learning Standards	Does not connect to NYS academic Learning Standards.	Has limited evidence of connection to 1 NYS academic Learning Standard.	Adequate evidence of connection to 1 or more NYS academic Learning Standard.	Evidence of strong connections to 2 or more NYS academic Learning Standards.
Course Content Topics	Does not relate to Content Topics.	Addresses 1 Content Topic.	Integrates 2 Content Topics.	Integrates 3 or more Content Topics.
Strategy	Instruction is dependent primarily on textbooks, lecture, paper, and pencil. Teacher driven.	Hands-on experiential learning is limited. Minimal student involvement.	Includes 75 percent hands-on experiential learning. Adequate student involvement.	Includes more than 75 percent hands-on experiential learning. Active student engagement. Teacher as facilitator.
Implementation	Does not flow in a logical sequence. Necessary resources would make implementation difficult.	Follows a logical sequence. Most necessary resources may make implementation difficult.	Follows a logical sequence. Some necessary resources may make implementation difficult.	Follows a logical sequence. All necessary resources make implementation easy.
Assessment	Cannot be assessed. Or Assessment not included.	Assessment is vaguely related to objectives and competencies.	Assessment relates to objectives and competencies.	Assessment is directly related to objectives and competencies.

High School FACS Learning Experience Title: Educator: Length of Lesson: day (minute periods) Grade Level(s):	FACS Learning Strand: FACS Course: Content Topic: Date Created:
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PLANNING			
Curriculum Goal			
Essential Question(s)			
National Standards			
NYS Standards			
Learning Objectives			
Vocabulary	Academic	Content	
Materials and Resources			
INSTRUCTION	What will the teacher do?	What will the students do?	How much time for each activity?
Pre-assessment			
Do-now/Hook			
Procedure for Instruction/ Learning Activities			
Differentiation			
Closure			
ASSESSMENT			
Academic Skills			
Technical Skills			
Employability Skills (Life/Career Abilities)	See Life/Career Abilities Rubric Tool at https://nyctecenter.org/instruction/life-career-abilities		

Appendix C

HOUSING AND ENVIRONMENT CORE PERFORMANCE OBJECTIVES AND SUPPORTING COMPETENCIES

A. Housing Trends (HT)

- HT.1 Analyze historic architectural styles and determine their influences on modern housing**
- HT.1.1. Identify historic architectural styles and relate each to its period in history
 - HT.1.2. Evaluate historic architectural styles by the examining human needs, wants, and goals of the periods in which they were popularized
 - HT.1.3. Evaluate historical factors which have influenced the current architecture of the local area
 - HT.1.4. Identify modifications or adaptations of historic architectural styles in current local, regional, state, national, and global communities
- HT.2 Examine environmental and cultural influences on architectural styles displayed in local, regional, state, national and global communities**
- HT.2.1. Identify environmental factors, including climate and weather, and determine their influence on architectural styles in various local, regional, state, national, and global communities
 - HT.2.2. Identify cultural factors and determine their influence on architectural styles in various local, regional, state, national, and global communities
- HT.3 Analyze current influences on housing and predict how they will necessitate innovations in design to meet future human needs**
- HT.3.1. Compare and contrast housing trends in rural, suburban, and urban areas at the in local, regional, state, national, and global level
 - HT.3.2. Summarize the demographic trends which influence housing styles and living environments
 - HT.3.3. Identify the areas, individuals, or situations in which human needs are currently unmet by housing options
 - HT.3.4. Predict housing needs for the future and design prototype innovations to address those needs

B. Housing Decisions (HD)

- HD.1 Identify factors which influence community housing options**
- HD.1.1. Compare the demographic trends of contemporary society to those of previous generations
 - HD.1.2. Consider lifestyle options found in local, regional, state, national, and global communities
 - HD.1.3. Determine ways community housing options reflect contemporary societal needs
- HD.2 Identify factors which influence individual and family housing decisions**
- HD.2.1. Assess community, family, and individual resources needed to achieve housing goals
 - HD.2.2. Describe ways lifestyle choices, lifespan considerations, and economic factors influence housing choices

- HD.2.3. Examine factors that contribute to the suitability of different communities for individuals and families and ways these factors impact housing decisions

C. Elements of Design (ED)

ED.1 Analyze elements of design in housing and interior design

- ED.1.1. Identify and demonstrate line as an element of design
- ED.1.2. Identify and demonstrate color as an element of design
- ED.1.3. Identify and demonstrate shape and form as elements of design
- ED.1.4. Identify and demonstrate characteristics of texture as an element of design
- ED.1.5. Identify and demonstrate visual aspects of space as an element of design
- ED.1.6. Identify and demonstrate visual aspects of lighting as an important factor in design

ED.2 Apply elements of design to create designs for aesthetic and functional living spaces

- ED.2.1. Describe the qualities of aesthetic and functional living spaces
- ED.2.2. Demonstrate use of elements of design to create aesthetic and functional living spaces
- ED.2.3. Apply design elements in housing and interior design for various lifestyle needs
- ED.2.4. Recognize the effects of the elements of design in housing and interior design
- ED.2.5. Demonstrate techniques for using the elements of design to create a psychological impact in housing and interior design
- ED.2.6. Describe ways that the application of the elements of design to housing and interior design can facilitate individual self-expression
- ED.2.7. Utilize the elements of design to create aesthetic and functional living spaces

D. Principles of Design (PD)

PD.1 Analyze the principles of design in housing and interior design

- PD.1.1. Identify and demonstrate balance as a principle of design
- PD.1.2. Identify and demonstrate rhythm as a principle of design
- PD.1.3. Identify and demonstrate emphasis as a principle of design
- PD.1.4. Identify and demonstrate proportion and scale as principles of design
- PD.1.5. Identify and demonstrate harmony and unity as principles of design

PD.2 Apply principles of design to create designs for aesthetic and functional living spaces

- PD.2.1. Describe the qualities of aesthetic and functional living spaces
- PD.2.2. Demonstrate use of principles of design to create aesthetic and functional living spaces
- PD.2.3. Apply principles of design to housing and interior designs for various lifestyle needs
- PD.2.4. Recognize the effects of the principles of design in housing and interior design
- PD.2.5. Demonstrate techniques for using the principles of design to create a psychological impact in housing and interior design
- PD.2.6. Describe ways that the application of the principles of design to housing and interior design can facilitate individual self-expression

- PD.2.7. Utilize the principles of design to create aesthetic and functional living spaces

E. Design Theory (DT)

DT.1 Determine the relationship of art movements to housing and interior design

- DT.1.1. Identify art movements
- DT.1.2. Recognize that most art movements are extensions of, or reactions to, preceding movements
- DT.1.3. Examine the evolution of art movements throughout history
- DT.1.4. Explain how housing and furnishings are directly influenced by art movements throughout history.
- DT.1.5. Describe features of housing and furnishings that are characteristic of various art movements
- DT.1.6. Compare design details from art movements to current housing and furnishing trends
- DT.1.7. Identify period furniture styles and the influence of art movements on each period
- DT.1.8. Show how to apply the characteristics of art movements to create aesthetic and functional living spaces

DT.2 Describe concepts in structural design, decorative design, and eclectic design

- DT.2.1. Detail the concepts and characteristics of structural, decorative, and eclectic design
- DT.2.2. Identify features of housing, furnishings, and interior design that are examples of structural, decorative, and eclectic design
- DT.2.3. Explain the concept of “form following function” as it applies to housing and furnishings
- DT.2.4. Utilize the characteristics of structural, decorative, and eclectic design to create aesthetic and functional living spaces

F. Design and Personal Living (DL)

DL.1 Evaluate the psychological, cultural, personal, and regional conventions that shape housing space needs for individuals and families

- DL.1.1. Assess the impact of individual, family, and community beliefs on perceptions of space needs
- DL.1.2. Describe the importance of human and financial resource availability to decisions about individual and family space requirements
- DL.1.3. Determine the resources needed to create aesthetic, safe, and functional living spaces
- DL.1.4. Explain the importance of compatibility between exterior and interior design in creating a feeling of unity in living spaces

DL.2 Demonstrate space planning skills required to meet the housing needs of individuals and families

- DL.2.1. Read information provided on blueprints
- DL.2.2. Analyze basic floor plan and blueprint symbols
- DL.2.3. Describe living space zones: private, quiet, work, social, service, and public
- DL.2.4. Evaluate living space for efficiency and safety in space zones, traffic patterns, and storage areas

DL.2.5. Create a floor plan demonstrating skills required to meet the housing needs of individuals and families

DL. 3 Evaluate and select appliances, furnishings, and equipment based on consumer needs, goals, and resources

DL.3.1. Research product information on alternatives for floor coverings, wall coverings, textiles, window treatments, furniture, lighting fixtures, kitchen and bath fixtures, accessories, and building materials

DL.3.2. Compare the construction, materials, energy use, features, and costs of appliances, furnishings, and equipment

DL.3.3. Appraise appliances, furnishings, and equipment based on criteria for care, maintenance, safety, and environmental considerations

DL.3.4. Evaluate individual and family energy consumption

DL.3.5. Select appliances, furnishings, and equipment based on consumer needs, goals, and resources

DL.3.6. Demonstrate actions required to resolve consumer complaints due to dissatisfaction with appliances, furnishings, and equipment

DL.4 Identify factors in the home which must be considered to create a safe and healthy living environment for individuals and families across the lifespan

DL.4.1. Identify potentially hazardous housing practices for individuals and families across the lifespan

DL.4.2. Identify prevention and emergency techniques and technologies for potentially hazardous housing situations

DL.4.3. Formulate a household safety plan

DL.4.4. Describe ways home care and maintenance contribute to the creation of a safe and healthy living environment for individuals and families across the lifespan

DL.4.5. Identify local building codes designed to promote safe and healthy living environments for individuals and families across the lifespan

G. Global Housing Concerns and Solutions (GH)

GH.1 Analyze ways changing global demographics have led to the development of universal design principles

GH.1.1. Summarize the demographic trends which have led to global housing concerns and ways universal home design may offer appropriate solutions

GH.1.2. Describe the characteristics of a universal home design

GH.1.3. Explain how universal home design contributes to aesthetic and functional living spaces that are useable by individuals and families across the lifespan

GH.1.4. Examine local building codes to determine the ease of incorporating universal home design principles in the local community

GH.1.5. Evaluate existing living spaces and develop plans for incorporating universal home design principles

GH.2 Analyze ways changing global demographics have led to the development of environmental design principles

GH.2.1. Summarize the demographic trends which have led to global housing concerns and ways environmental home design may offer appropriate solutions

GH.2.2. Describe the characteristics of an environmental home design

- GH.2.3. Explain how environmental home design contributes to aesthetic and functional living spaces that are useable by individuals and families across the lifespan
- GH.2.4. Examine local building codes to determine the ease of incorporating environmental home design principles in the local community
- GH.2.5. Evaluate existing living spaces and develop plans for incorporating environmental home design principles

GH.3 Analyze methods to advance acceptance of innovations, developed to mitigate housing issues, by individuals and families across the lifespan

- GH.3.1. Discuss the impact of innovative design decisions upon individuals and families across the lifespan
- GH.3.2. Identify physical, intellectual, social, cultural, and financial factors that challenge the acceptance of design innovations by individuals and families across the lifespan
- GH.3.3. Articulate strategies to promote the acceptance of design innovations by individuals and families across the lifespan

H. Career Pathways in Housing and Environment (CP)

CP.1 Identify and investigate careers in the housing design field

- CP.1.1. Determine roles and functions of careers in the housing and environment field
- CP.1.2. Identify career pathways in housing and environment
- CP.1.3. Explore opportunities for employment and entrepreneurial endeavors in the housing and environment field
- CP.1.4. Examine education and training requirements for career paths in the housing and environment field
- CP.1.5. Examine the skills necessary for success in housing and environment careers
- CP.1.6. Compare and contrast working conditions in different housing and environment careers
- CP.1.7. Examine the impact of housing and environment occupations on local, state, national, and global economies

CP.2 Assess personal suitability to career characteristics in the housing and environment field

- CP.2.1. Evaluate personal qualities related to employability
- CP.2.2. Examine personal traits relevant to housing and environment careers
- CP.2.3. Match personal characteristics to suitable career choice(s)
- CP.2.4. Consider the impact of career choice on one's lifestyle and identify careers compatible with own lifestyle preference