



Family and Consumer Sciences Education 2009 Standards Review



Industry Sector: Hospitality, Human Services and Education; STEM, Arts, Design and Information Technology

Cluster: Human Services; Arts/AV Technology and Communication

Pathway: Consumer Services; Visual and Design Arts

The Human Services Cluster prepares individuals for employment in career pathways related to families and human needs.

The Visual and Design Arts Pathway prepares individuals to enhance their artistic skills and interests.

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Description

The purpose of this course is to expose students to various aspects of the interior design industry and is based on the industry's professional standards (Council of Interior Design Accreditation-CIDA). The first semester focuses on residential design and the second semester on commercial design. Students integrate knowledge, skills and practices to evaluate potential career opportunities. It is strongly recommended this is taught as a year-long course with the information taught in sequence and with the recommended unit time*. Areas of focus include: Introduction to Residential and Commercial Design; Design Drawings; Professional Practices/Education; Design Elements and Principles; and the Design Process.

*Length of units below are recommended by the Colorado Community Colleges or other four year post secondary programs.

Outline

Semester One- Residential Design and Basic Concepts

- I. Introduction to the Course (3 Hours)
 - A. Course Overview and Expectations
 - B. Resources
 - C. Supply List
 - D. Interior Design v. Decorating
- II. Design Drawings (5 Hours)
 - A. Overview
 1. Bubble Diagrams
 2. Floor Plans
 3. Elevations
 4. Rendering
 - a) Applying Color
 - b) Materials, Textures, Finishes
 - c) Furniture and Lighting Effects
 5. One and Two Point Perspectives
 6. CAD Drawings
 - B. Professional Tools
 - C. Sketchbook Techniques and Requirements
 1. Outline
 2. Shade and Shadows
- III. Careers/Issues in Interior Design (Floating Unit- 5 Hours)
 - A. Residential Interiors
 - B. Commercial Interiors (introduction to 2nd semester)
 - C. Related Fields
 - D. Universal Design
 1. Philosophy

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- 2. Accessibility and Equity of Design
- 3. Practicality
- 4. Sustainable Design (Green Design)
- IV. Professional Practice (Floating Unit- 5 Hours)
 - A. Reality TV
 - B. Professional Ethical Issues/Practice
 - C. Image/Appropriate Dress
- V. Education (Floating Unit- 2 Hours)
 - A. Two and Four-Year Degrees
 - 1. Colorado Schools
 - 2. Other
 - B. Professional Credentials/Licensure
 - C. Program Accreditation
 - D. Professional Organizations
 - 1. ASID
 - 2. IIDA
- VI. Elements and Principles Related to Personal Space (19 Hours) (*FDM)
 - A. Introduction to Elements and Principles
 - B. Design Elements (e.g. Space, Line, Form/Shape, Texture, Color, Light)
 - C. Design Principles (e.g. Proportion, Scale, Balance, Emphasis, Rhythm, Unity/Harmony)
- VII. Residential Programming/Design Process (27 Hours)
 - A. Overview of Design Process
 - B. Scope of Project
 - C. Programming
 - D. Research
 - E. Concept Proposal
 - F. Schematic Designs
 - 1. Space Planning/Circulation
 - a) Bubble Diagrams
 - b) Floor Plans
 - 2. Scale and Measurement
 - 3. Architectural Symbols
 - a) Clearance/Design Standards
 - b) Codes
 - 4. Health, Safety, and Welfare
 - 5. Legal Implications
 - 6. Ergonomics/Human Dimension
 - G. Design Development

1. Furniture Styles (optional)
 2. Furniture Plan
 3. Scale
 4. Finishes
 - a) Materials
 - b) Color, Texture, Pattern
 5. Textiles Selection
 6. Aesthetically Pleasing
- VIII. Communication and Presentation (14 Hours)
- A. Visual Presentation
 1. Floor Plans
 2. Sample Boards/Layout
 3. Composition of Boards using Elements and Principles
- IX. Verbal Communication
1. Accurate use of Design Terminology
 2. Clarity Defense of Ideas/Rationale
 3. Appearance and Confidence

Commercial Design- Semester Two

- X. Introduction to Commercial Design (3 Hours)
- A. Course Overview
 - B. Resources
- XI. Careers/ Issues in Commercial Design (5 Hours)
- A. Interior Design Specializations
 1. Health Care
 2. Hospitality
 3. Government/Institutional
 4. Corporate/Office
 5. Restaurant
 - B. Design Team (e.g. Architect, Developer, Engineers, Contractors, Inspectors, Project Managers)
 1. Issues Influencing Design
 2. Green Design
 3. Historical Preservation
 4. Universal Design
 5. American Disabilities Act
- XII. Professional Practice (5 Hours)

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- A. Responsibility of the Profession
 - 1. Health, Safety, Welfare
 - 2. Ethics
 - 3. Licensing
- B. Business Owner
- XIII. Elements and Principles Related to Public Space (6 Hours)
 - A. Review and Apply to Commercial/Public Space
 - B. Elements
 - C. Principles
- XIV. Commercial Programming/Design Process (33 Hours)
 - A. Design Process (Review from Residential Design)
 - B. Commercial Function
 - 1. Health, Safety, and Welfare Issue
 - 2. Client Image
 - 3. Employee Productivity and Space Efficiency
 - C. Commercial Programming/Design Process
 - 1. Scope of Project
 - 2. Programming
 - 3. Research
 - 4. Concept Proposal
 - 5. Schematic Designs
 - a) Bubble Diagrams
 - b) Floor Plans
 - c) Clearances/Design Standards
 - d) Codes
 - 6. Design Development
 - a) Furniture Plan
 - b) Interior Finishes
 - c) Aesthetically-Pleasing
- XV. Communication and Presentation (24 Hours)
 - A. Visual Presentation
 - 1. Floor Plans
 - 2. Sample Boards
 - a) Layout
 - b) Mounting and Adhesives
 - 3. Composition of Board Using the Elements and Principles
 - B. Verbal Communication
 - 1. Accurate Use of Design Vocabulary



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2. Defense of Ideas/Rationale
3. Appearance and Confidence

****Information may also be covered in:***

FDM- Fashion Design and Merchandising

Key to Standards

Items labeled (N.number.number) are National FACS Standards and Competencies.

Items labeled (Nra.number.number) are National FACS Reasoning for Action Standards.

National Standards for Family and Consumer Sciences Education 2008 www.aafcs.org/FCSstandards/

CIDA – Council for Interior Design Accreditation

COID – Colorado Interior Design Standards – Created by the Colorado Interior Design Content Team

INTERIOR DESIGN

Career Cluster/Cluster Grouping:	Hospitality, Tourism and Human Services; Arts, A/V Technology and Communications	
Pathway(s):	Consumer Services; Visual & Design Arts	
Prepared Completer Competencies: (N11.0) Integrate knowledge, skills, and practices required for careers in housing, interiors, and furnishings.		
High School Expectations		
Concepts and skills students know include: (COID1) Develop an understanding of the profession of Interior Design.		
Evidence Outcomes - Students can:	21st Century Skills and Readiness Competencies	
<p>(COID1.1) Contrast and communicate the roles of an Interior Decorator versus an Interior Designer. (RWC04.06.d) (VIA04.03.b)</p> <p>(COID1.2) Identify the differences between Reality TV and actual professional practices. (RWC04.10.c)</p> <p>(COID1.3) Identify and locate various resources pertaining to the Interior Design Profession. (PWR2.7.f) (RWC04.06.c, RWC04.06.d)</p>	<p>Academic Content Knowledge Alignment:</p> <p>RWC04.06.c - Research and Reasoning - Collect, analyze, and evaluate information obtained from multiple sources to answer a question, propose solutions, or share findings and conclusions - Identify and evaluate potential sources of information for accuracy, reliability, validity, and timeliness.</p> <p>RWC04.06.d - Research and Reasoning - Collect, analyze, and evaluate information obtained from multiple sources to answer a question, propose solutions, or share findings and conclusions - Use a variety of strategies (such as search engines, online databases, interview) to collect and organize relevant and significant information.</p> <p>RWC04.10.c - Research and Reasoning - Effective problem-solving strategies require high-quality reasoning - Implement a purposeful</p>	

	<p>and articulated process to solve a problem.</p> <p>VIA04.03.b-Visual Arts, Relate and Connect to Transfer, Art is a lifelong endeavor - Research the range of careers available to artists such as museum curation, automobile design, gaming design, medical illustration, and photojournalism.</p>
<p>Concepts and skills students know include: (COID2) Demonstrate awareness of design drawings, tools and techniques.</p>	<p>Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):</p> <p>PWR2.7.f-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Personal Responsibility - Demonstrate awareness of and evaluate career options.</p>
<p>Evidence Outcomes - Students can:</p>	<p>21st Century Skills and Readiness Competencies</p>
<p>(COID2.1) Identify, create and differentiate types of design drawings. (MAT04.1.d)</p> <p>(COID2.2) Develop and maintain sketchbook. (VIA04.02.a)</p> <p>(COID2.3) Practice and apply the basic drawing techniques. (MAT04.1.d)</p>	<p>Academic Content Knowledge Alignment:</p> <p>MAT04.01.d - Shape, Dimension, and Geometric Relationships - Attributes of two- and three-dimensional objects are measurable and can be quantified - Apply the effect of dimensional change, utilizing appropriate units and scales in problem-solving situations involving perimeter, area, and volume.</p> <p>VIA04.02.a-Visual Arts, Relate and Connect to Transfer, Communication through advanced visual methods is a necessary skill in everyday life - Use sketches, plans, and models to create and/or design a functioning work of art.</p> <p>Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):</p>

<p>Concepts and skills students know include: (COID3) Develop an understanding of Commercial Interior Design.</p>	
<p>Evidence Outcomes - Students can:</p>	<p>21st Century Skills and Readiness Competencies</p>
<p>(COID3.1) To develop an awareness that residential and nonresidential design are similar in process, but unique characteristics of planning are needed to address a complex commercial space which often has multiple purposes, functions and occupants. (RWC04.04.b)</p>	<p>Academic Content Knowledge Alignment:</p> <p>RWC04.04.b - Research and Reasoning - Complex situations require critical thinking across multiple disciplines - Evaluate strengths and weaknesses of their logic and logic of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic and precision.</p>
	<p>Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):</p>
<p>Concepts and skills students know include: (CIDA2) Have a global view and weigh design decisions within the parameters of ecological, socio-economic, and cultural contexts.</p>	
<p>Evidence Outcomes - Students can:</p>	<p>21st Century Skills and Readiness Competencies</p>
<p>(CIDA2a) Demonstrate an understanding of the concepts, principles, and theories of sustainability as they pertain to building methods, materials, systems, and occupants. (PWR2.4.c) (RWC04.10.c) (SCI03.5.b)</p> <p>(CIDA2d) Exposure to contemporary issues affecting interior design. (PWR2.3.b)</p>	<p>Academic Content Knowledge Alignment:</p> <p>RWC04.10.c - Research and Reasoning - Effective problem-solving strategies require high-quality reasoning - Implement a purposeful and articulated process to solve a problem.</p> <p>SCI03.05.b - Earth Science - There are costs, benefits, and consequences of exploration, development, and consumption of renewable and nonrenewable resources - Evaluate positive and negative impacts on the geosphere, atmosphere, hydrosphere, and biosphere in regards to resource use.</p>
	<p>Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):</p>

	<p>Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):</p> <p>PWR2.3.b-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Creativity and Innovation - Generate, evaluate, and implement new ideas and novel approaches.</p> <p>PWR2.4.c-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Global and Cultural Awareness - Recognize the interdependent nature of our world.</p>
<p>Concepts and skills students know include: (CIDA3) The designer is informed by knowledge of behavioral science and human factors.</p>	
<p>Evidence Outcomes - Students can:</p>	<p>21st Century Skills and Readiness Competencies</p>
<p>(CIDA3c) Demonstrate the ability to select, interpret and apply appropriate ergonomic data.</p> <p>(CIDA3d) Demonstrates understanding and the ability to appropriately apply universal design concepts. (RWC04.10.c)</p>	<p>Academic Content Knowledge Alignment:</p> <p>RWC04.10.c - Research and Reasoning - Effective problem-solving strategies require high-quality reasoning - Implement a purposeful and articulated process to solve a problem.</p> <p>Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):</p>
<p>Concepts and skills students know include: (CIDA4) Designers need to apply all aspects of the design process to creative problem solving. Design process enables designers to identify and explore complex problems and generate creative solutions that support human behavior within the interior environment.</p>	
<p>Evidence Outcomes - Students can:</p>	<p>21st Century Skills and Readiness Competencies</p>
<p>(CIDA4a) Identify and define relevant aspects of a design problem (goals, objectives, performance criteria.) (PWR2.6.a) (RWC04.09.b, RWC04.10.c)</p> <p>(CIDA4b) Gather appropriate and necessary information and research</p>	<p>Academic Content Knowledge Alignment:</p> <p>RWC01.07.b - Oral Expression and Listening - Oral presentations require effective preparation strategies - Use verbal and nonverbal techniques to communicate information.</p>

findings to solve the problem (evidence-based design). (PWR2.1.b)
(RWC03.05.b, RWC04.10.c)

(CIDA4e) Demonstrate creative thinking and originality through presentation of a variety of ideas, approaches, and concepts. (PWR2.3.b)
(RWC01.07.b, RWC01.07.c, RWC01.07.e, RWC01.07.f, RWC04.08.a)

RWC01.07.c - Oral Expression and Listening - Oral presentations require effective preparation strategies - Define a position and select evidence to support that position.

RWC01.07.e - Oral Expression and Listening - Oral presentations require effective preparation strategies - Use effective audience and oral delivery skills to persuade an audience.

RWC01.01.f - Oral Expression and Listening - Effective speaking in formal and informal settings requires appropriate use of methods and audience awareness - Select appropriate technical or specialized language.

RWC03.05.b - Writing and Composition - Elements of informational and persuasive texts can be refined to inform or influence an audience - Locate and select appropriate information that clearly supports a definite purpose, topic, or position.

RWC04.08.a - Research and Reasoning - Informational materials, including electronic sources, need to be collected, evaluated, and analyzed for accuracy, relevance, and effectiveness for answering research questions - Integrate information from different sources to research and complete a project.

RWC04.09.b - Research and Reasoning - Information from primary and secondary sources is used to establish relevance, significance, and accuracy in answering research questions - Analyze Internet-based and other resource materials for accuracy and significance.

RWC04.10.c - Research and Reasoning - Effective problem-solving strategies require high-quality reasoning - Implement a purposeful and articulated process to solve a problem.

	<p>Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):</p> <p>PWR2.1.b-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Critical Thinking and Problem Solving - Conduct research using acceptable research methods.</p> <p>PWR2.3.b-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Creativity and Innovation - Generate, evaluate, and implement new ideas and novel approaches.</p> <p>PWR2.6.a-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Work Ethic - Plan and prioritize goals.</p>
<p>Concepts and skills students know include: (CIDA5) Understand multi-disciplinary collaborations and consensus building.</p>	
<p>Evidence Outcomes - Students can:</p>	<p>21st Century Skills and Readiness Competencies</p>
<p>(CIDA5a) Develop an awareness of team work structures and dynamics. (PWR2.9.a) (RWC01.02.c, RWC01.02.d, RWC01.02.e, RWC01.06.e)</p>	<p>Academic Content Knowledge Alignment:</p> <p>RWC01.02.c - Oral Expression and Listening - Effective collaborative groups accomplish goals - Analyze differences in group perspectives to help bring the group to consensus or to solve a perceived problem.</p> <p>RWC01.02.d - Oral Expression and Listening - Effective collaborative groups accomplish goals - Participate in the preparations of the group activity or product, defining and assuming individual roles and responsibilities.</p> <p>RWC01.02.e - Oral Expression and Listening - Effective collaborative groups accomplish goals - Assume a leadership role in a group that is collaboratively working to accomplish a goal.</p> <p>RWC01.06.e - Oral Expression and Listening - Effectively operating in small and large groups to accomplish a goal requires active listening - Support others in discussions, activities, and presentations through active listening.</p>

	<p>Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):</p> <p>PWR2.9.a-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Collaboration - Work effectively with others.</p>
<p>Concepts and skills students know include: (CIDA6) Entry-level interior designers are effective communicators.</p>	
<p>Evidence Outcomes - Students can:</p>	<p>21st Century Skills and Readiness Competencies</p>
<p>(CIDA6b) Express ideas clearly in visual, oral, and written communication. (RWC01.01.c, RWC01.01.d, RWC01.03.a, RWC01.07.f)</p> <p>(CIDA6d) Produce competent presentation drawings. (RWC01.01.c) (VIA 03.01.a, VIA04.02.a)</p> <p>(CIDA6f) Integrate oral and visual material to present ideas clearly. (RWC01.01.c, RWC01.07.b) (VIA03.01.b)</p>	<p>Academic Content Knowledge Alignment:</p> <p>RWC01.01.c - Oral Expression and Listening - Effective speaking in formal and informal settings requires appropriate use of methods and audience awareness - Use examples, illustrations, graphics, quotations, analogies, facts, and statistics to focus and support the content of a presentation.</p> <p>RWC01.01.d - Oral Expression and Listening - Effective speaking in formal and informal settings requires appropriate use of methods and audience awareness - Use grammar and vocabulary appropriate for the situation, audience, topic, and purpose.</p> <p>RWC01.03.a - Oral Expression and Listening - Verbal and nonverbal cues impact the intent of communication - Give informal talks using an appropriate level of formality of verbal language and nonverbal interaction with audience.</p> <p>RWC01.07.b - Oral Expression and Listening - Oral presentations require effective preparation strategies - Use verbal and nonverbal techniques to communicate information.</p> <p>RWC01.01.f - Oral Expression and Listening - Effective speaking in formal and informal settings requires appropriate use of methods and audience awareness - Select appropriate technical or specialized language.</p>

	<p>VIA03.01.a-Visual Arts, Invent and Discover to Create, Demonstrate competency in traditional and new art media, and apply appropriate and available technology for the expression of ideas - Articulate ideas that can be expressed in traditional, advanced, and evolving media.</p> <p>VIA03.01.b-Visual Arts, Invent and Discover to Create, Demonstrate competency in traditional and new art media, and apply appropriate and available technology for the expression of ideas -Investigate and document a wide range of traditional, advanced, and evolving media used in creating images that communicate ideas.</p> <p>VIA04.02.a-Visual Arts, Relate and Connect to Transfer, Communication through advanced visual methods is a necessary skill in everyday life - Use sketches, plans, and models to create and/or design a functioning work of art.</p> <p>Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):</p>
<p>Concepts and skills students know include: (CIDA7) Use ethical and accepted standards of practice, are committed to professional development and the industry, and understand the value of their contribution to the built environment.</p>	
<p>Evidence Outcomes - Students can:</p>	<p>21st Century Skills and Readiness Competencies</p>
<p>(CIDA7a) Understands the contributions of interior design to contemporary society. (RWC03.02.g, RWC4.04.a)</p> <p>(CIDA7c) Understands the elements of business practice (business development, financial management, strategic planning, collaboration and integration of disciplines. (RWC03.02.g, RWC4.04.a)</p> <p>(CIDA7e) Examine ethical issues in design. (PWR2.7.c) (RWC03.02.g,</p>	<p>Academic Content Knowledge Alignment:</p> <p>RWC03.02.g - Writing and Composition - Ideas, evidence, structure, and style create persuasive, academic, and technical texts for particular audiences and specific purposes - Draw a conclusion by synthesizing information.</p> <p>RWC04.04.a - Research and Reasoning - Complex situations require critical thinking across multiple disciplines - Analyze the logic</p>

<p>RWC4.04.a)</p> <p>(CIDA7h) Understand the role and value of professional organizations. (PWR2.5.b) (RWC03.02.g, RWC4.04.a)</p>	<p>of complex situations by questioning the purpose, question at issue, information, points of view, implications and consequences inferences, assumptions and concepts.</p> <hr/> <p>Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):</p> <p>PWR2.5.b-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Civic Responsibility - Be involved in the community and participate in its political life.</p> <p>PWR2.7.c-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Personal Responsibility - Behave honestly and ethically.</p>
<p>Concepts and skills students know include: (CIDA11) Designers select and specify furniture, fixtures, equipment and finish materials in interior spaces.</p>	
<p>Evidence Outcomes - Students can:</p>	<p>21st Century Skills and Readiness Competencies</p>
<p>(CIDA11d) Layout and specify furniture, fixtures and equipment. (MAT01.02.a)</p>	<p>Academic Content Knowledge Alignment:</p> <p>MAT01.02.a - Number Sense, Properties, and Operations - Formulate, represent, and use algorithms with real numbers flexibly, accurately, and efficiently. - Use appropriate computation methods that encompass estimation and calculation.</p> <hr/> <p>Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):</p>
<p>Concepts and skills students know include: (CIDA14) Use laws, codes, standards, and guidelines that impact the design of interior spaces.</p>	
<p>Evidence Outcomes - Students can:</p>	<p>21st Century Skills and Readiness Competencies</p>

<p>(CIDA14b) Awareness of industry-specific regulations. (RWC02.02.a)</p> <p>(CIDA14d) Demonstrate an understanding of laws, codes, standards and guidelines that impact fire and life safety that include movement (access to the means of egress including exits). (HPE04.12.a, HPE04.12.d)</p> <p>(CIDA14i) Apply appropriate accessibility guidelines. (RWC04.10.c)</p>	<p>Academic Content Knowledge Alignment:</p> <p>HPE04.12.a-Comprehensive Health and Physical Education, Prevention and Risk Management(Health), Advocate for changes in the home, school, or community that would increase safety - Determine situations and environments that could lead to unsafe risks that cause injuries.</p> <p>HPE04.12.d-Comprehensive Health and Physical Education, Prevention and Risk Management(Health), Advocate for changes in the home, school, or community that would increase safety - Advocate for changes at home, in school, or in the community that would increase safety – such as testing smoke detectors, implementing a fire escape plan, and erecting fencing around swimming pools.</p> <p>RWC02.02.a - Reading for All Purposes - Interpreting and evaluating complex informational texts require the understanding of rhetoric, critical reading, and analysis skills - Use reading and note-taking strategies (outlining, mapping systems, skimming, scanning, key word search) to organize information and make connections within and across informational texts.</p> <p>RWC04.10.c - Research and Reasoning - Effective problem-solving strategies require high-quality reasoning - Implement a purposeful and articulated process to solve a problem.</p>
<p>Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):</p>	
<p>Concepts and skills students know include: (N11.1) Analyze career paths within the housing, interior, and furnishings industry.</p>	
<p>Evidence Outcomes - Students can:</p>	<p>21st Century Skills and Readiness Competencies</p>

<p>(N.11.1.3) Summarize education, training, and credentialing requirements and opportunities for career paths in housing, interiors, and furnishings. (PWR2.7.f) (RWC03.02.g) (VIA04.03.c)</p>	<p>Academic Content Knowledge Alignment:</p> <p>RWC03.02.g - Writing and Composition - Ideas, evidence, structure, and style create persuasive, academic, and technical texts for particular audiences and specific purposes - Draw a conclusion by synthesizing information.</p> <p>VIA04.03.c – Visual Arts, Relate and Connect to Transfer, Art is a lifelong endeavor – Outline required training for one’s individual career goals.</p> <p>Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):</p> <p>PWR2.7.f-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Personal Responsibility - Demonstrate awareness of and evaluate career options.</p>
<p>Concepts and skills students know include: (N11.2) Evaluate housing design concepts in relation to available resources and options.</p>	
<p>Evidence Outcomes - Students can:</p>	<p>21st Century Skills and Readiness Competencies</p>
<p>(N11.2.1) Apply the principles and elements of design.</p> <p>(N11.2.2) Analyze the psychological impact that the principles and elements of design have on the individual. (RWC04.10.c)</p> <p>(N11.2.3) Analyze the effects that the principles and elements of design have on aesthetics and function. (RWC04.10.c) (VIA01.03.c)</p>	<p>Academic Content Knowledge Alignment:</p> <p>RWC04.10.c - Research and Reasoning - Effective problem-solving strategies require high-quality reasoning - Implement a purposeful and articulated process to solve a problem.</p> <p>VIA01.03.c-Visual Arts, Observe and Learn to Comprehend, Art and design have purpose and function - Interpret the purposes of art across time, culture, and diversity, and be mindful of cultural sensitivities.</p>

	<p>Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):</p>
<p>Concepts and skills students know include: (Nra2) Analyze recurring and evolving family, workplace, and community concerns.</p>	
<p>Evidence Outcomes - Students can:</p>	<p>21st Century Skills and Readiness Competencies</p>
<p>(Nra.2.2) Describe recurring and evolving concerns facing individuals, families, workplaces, and communities. (RWC04.10.a, RWC04.10.c)</p> <p>(Nra2.4) Describe level of concerns: individual, family, workplace, community, cultural/societal, global/environment. (RWC04.08.b, RWC04.10.c)</p>	<p>Academic Content Knowledge Alignment:</p> <p>RWC04.08.b - Research and Reasoning - Informational materials, including electronic sources, need to be collected, evaluated, and analyzed for accuracy, relevance, and effectiveness for answering research questions - Integrate information from different sources to form conclusions about an author's assumptions, biases, credibility, cultural and social perspectives, or world views.</p> <p>RWC04.10.a - Research and Reasoning - Effective problem-solving strategies require high-quality reasoning - Analyze the purpose, question at issue, information, points of view, implications and consequences, inferences, assumptions and concepts inherent in thinking.</p> <p>RWC04.10.c - Research and Reasoning - Effective problem-solving strategies require high-quality reasoning - Implement a purposeful and articulated process to solve a problem.</p>
	<p>Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):</p>

Concepts and skills students know include: (Nra4) Implement practical reasoning for responsible action in families, workplaces, and communities.	
Evidence Outcomes - Students can:	21st Century Skills and Readiness Competencies
<p>(Nra4.5) Evaluate the conditions of a particular concern, e.g. historical, social-psychological, socioeconomic, political, cultural, global/environmental. (RWC04.08.b, RWC04.10.b, RWC04.10.c)</p> <p>(Nra4.7) Use adequate and reliable information to critique possible actions. (RWC03.05.b, RWC04.03.c, RWC04.06.c)</p> <p>(Nra4.12) Implement and monitor a plan of action based on established standards and valued ends. (RWC04.10.c)</p>	<p>Academic Content Knowledge Alignment:</p> <p>RWC03.05.b - Writing and Composition - Elements of informational and persuasive texts can be refined to inform or influence an audience - Locate and select appropriate information that clearly supports a definite purpose, topic, or position.</p> <p>RWC04.03.c - Research and Reasoning - Self-designed research provides insightful information, conclusions, and possible solutions - Evaluate quality, accuracy, and completeness of information and the bias, credibility and reliability of the sources.</p> <p>RWC04.06.c - Research and Reasoning - Collect, analyze, and evaluate information obtained from multiple sources to answer a question, propose solutions, or share findings and conclusions - Identify and evaluate potential sources of information for accuracy, reliability, validity, and timeliness.</p> <p>RWC04.08.b - Research and Reasoning - Informational materials, including electronic sources, need to be collected, evaluated, and analyzed for accuracy, relevance, and effectiveness for answering research questions - Integrate information from different sources to form conclusions about an author's assumptions, biases, credibility, cultural and social perspectives, or world views.</p> <p>RWC04.10.b - Research and Reasoning - Effective problem-solving strategies require high-quality reasoning - Assess strengths and weaknesses of their thinking and thinking of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic and precision.</p> <p>RWC04.10.c - Research and Reasoning - Effective problem-solving strategies require high-quality reasoning - Implement a purposeful and articulated process to solve a problem.</p>

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	Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):
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