

Family and Consumer Sciences
Grades 9-12

Housing and Environment Core



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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.

Core Curriculum Writing Team 2006

Doreen Cechnicki	Schenectady City Schools, Schenectady
Ann Coleman	Niskayuna Central Schools, Niskayuna
Kimberly Dehart	Albany City Schools, Albany
Deborah Hall	Cobleskill-Richmondville Central Schools, Cobleskill
Rosanna Frank	Brewster Central School District, Brewster, retired
Sheryl Garofano	North Syracuse School District, Cicero
Jane Hawkins	Fayetteville-Manilus Central Schools, Manilus
Karen Koepfel	West Seneca Central Schools, West Seneca
Theresa Phillips	Oneida Central School District, Oneida, retired
Rosemarie Posillico	Burnt Hills-Ballston Lake Central Schools, Glenville
Charlene Reagan	Mamaroneck Union Free School District, Mamaroneck
Valerie Roth	North Syracuse School District, Cicero
Cynthia Rundblad	Duanesburg Central School, Delanson
Eleanor Sicluna	Albany City Schools, Albany
Sally Taibe	Warrensburg Central Schools, Warrensburg
Claudia Visalli	Whitesboro Central Schools, Yorkville
Shirley Ware	North Syracuse School District, Cicero
Lorraine Williams-Clark	Albany City Schools, Albany
Dawn B. Scagnelli	New York State Education Department, Albany

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. Family and Consumer Sciences courses are designed to help students become competent, confident, and caring in managing their work, family and community lives. The commencement level core courses provide a seamless articulation between the middle level Home and Career Skills course and the more specialized focus of the cluster courses. All Family and Consumer Sciences Core courses allow students to apply the process skills of communication, leadership, management, and thinking delivered in the Home and Career Skills course in an experiential setting. Commencement level Family and Consumer Sciences courses offer minimal duplication among courses and integration of content in an applied context.

Family and Consumer Sciences Core Courses:

- Housing and Environment
- Clothing and Textiles
- Food and Nutrition
- Lifespan Studies

Textile and Design cluster courses:

- Interior Design
- House Furnishings
- The World of Fashion
- Clothing Production
- Entrepreneurship

Housing and Environment Core combined with Clothing and Textiles Core is an approved substitution for the Fine Arts graduation requirement for any student. (See Appendix A)

Each Family and Consumer Sciences course promotes 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. Performance objectives and supporting competencies in core courses are based on the National Learning Standards in Family and Consumer Sciences. 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, will be examined. Both exterior and interior design are explored and students will be exposed to the many possible career pathways in housing and design.

The content topics in the Housing and Environment Core course meet New York State Learning Standards for Family and Consumer Sciences as well as Career Development and Occupational Studies. In addition, they are aligned the National Family and Consumer Sciences Standards. This course, taken in conjunction with the Clothing and Textiles Core, is an approved substitution for the Fine Arts graduation requirement for any student.

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 the prerequisite?

The prerequisite for the Housing and Environment Core course is the successful completion of Home and Career Skills at the middle level. The Housing and Environment Core course is a suggested prerequisite for all other courses in the Textiles and Design cluster. The Housing and Environment Core course is 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. Certified Family and Consumer Sciences educators may also teach the Career and Financial Management course required for Career and Technical Education majors. That ½ unit course can be combined with one of the four core Family and Consumer Sciences courses for a full credit in CTE.

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

The Housing and Environment Core course is a twenty-week (one semester) course.

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 which will allow the students to focus on the process skills involved. This is followed by:

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

The process skills of communication, leadership, management, and thinking which have been studied in depth in Home and Career Skills are not to be taught separately but rather applied 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 (Personal Health and Fitness, A Safe and Healthy Environment, and Resource Management) can be attained. It also addresses the New York State Commencement Level Learning Standards for Career and Occupational Studies (Career Development, Integrated Learning, Universal Foundation Skills, and Career Majors).

In addition the Housing and Environment Core course is directly tied to the commencement level New York State Learning Standards in the Arts - Visual Arts. When both Housing and Environment Core and Clothing and Textiles Core are taken they are an approved substitution for the fine arts graduation requirement for any student.

Standards delivered in the academic disciplines of Math, Science, Technology, English Language Arts, Social Studies, Languages Other Than English and the Arts are supported by the Housing and Environment Core course as it provides real-world opportunities to apply the key ideas and skills taught in those disciplines.

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

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

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 Arts. Teachers should select strategies and sample tasks that are aligned with the key ideas and performance indicators for each standard.

To be most effective, Housing and Environment should be taught using a hands-on, experiential approach in a laboratory setting. Guidelines for laboratory facilities and equipment can be accessed in the Family and Consumer Sciences Facilities Guide at <http://www.emsc.nysed.gov/cte/facse/fcfacilities.htm>

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

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.emsc.nysed.gov/cte/facse/fcfacilities.htm>

8. How can student achievement of the New York State Family and Consumer Sciences Learning Standards through the Housing and Environment Core be assessed?

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 the use of:

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

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

Involvement in career and technical student organizations (CTSO), such as FCCLA, is essential for successful secondary education programs. Positive youth development encompasses the following elements:

- Promoting positive relationships with peers and adults;
- Emphasizing individual strengths;
- Strengthening personal character and confidence;
- Empowering youths to assume leadership roles in families, schools, careers and community; and
- Developing and implementing service learning projects.

Development of leadership skills is an integral part of Career and Technical Education in New York State. The Family and Consumer Sciences curricula are designed to provide a wealth of experiences and resources to support school, community, and work-based learning. Students who elect to become active members a CTSO 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.

Family, Career and Community Leaders of America (FCCLA) is an integral part of Family and Consumer Sciences education and an essential element in a complete Family and Consumer Sciences program. FCCLA is chartered by New York State, and is an ideal vehicle for realizing positive youth development. FCCLA is the only student organization of its kind focusing on family issues. FCCLA in secondary education Family and Consumer Sciences programs can be organized as a co-curricular and/or extra-curricular activity. The wide range of diverse activities, projects, programs, leadership opportunities and service learning experienced through FCCLA complement and augment the content topics of the Family and Consumer Sciences curricula.

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 - Best Practices Rubric and Template

Appendix C - Compilation of Performance Objectives and Supporting Competencies

Appendix D - Home and Career Skills Process Skills

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 Visual Arts Learning Standards 1 – Creating, Performing and Participating in the Arts, 2 – Knowing and Using Arts Materials and Resources, 3 – Responding To and Analyzing Works of Art and 4 – Understanding the Cultural Dimensions and Contributions of the Arts

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 1a - Students create a collection of art work, in a variety of mediums, based on instructional assignments and individual and collective experiences to explore perceptions, ideas, and viewpoints.

NYS ARTS 1b - Students create art works in which they use and evaluate different kinds of mediums, themes, subjects, symbols, metaphors, and images.

NYS ARTS 2d - Students understand a broad range of vocations/ avocations in the field of visual arts, including those involved in creating, performing, exhibiting, and promoting art.

NYS ARTS 3a - Students use the language of art criticism by reading and discussing critical reviews in newspapers and journals and by writing their own critical responses to works of art, either their own or those of others.

NYS ARTS 3b - Students explain the visual and other sensory qualities in art and nature and their relation in the social environment.

NYS ARTS 3c - Students analyze and interpret the ways in which political, cultural, social, religious, and psychological concepts and themes have been explored in visual art.

NYS ARTS 3d - Students develop connections between the ways ideas, themes, and concepts are expressed through the visual arts and other disciplines in everyday life.

NYS ARTS 4a - Students analyze works of art from diverse world cultures and discuss the ideas, issues, and events of the culture that these works convey.

NYS ARTS 4b - Students examine works of art and artifacts from United States cultures and place them within a cultural and historical context.

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 Visual Arts Learning Standards 1 – Creating, Performing and Participating in the Arts, 2 – Knowing and Using Arts Materials and Resources and 4 – Understanding the Cultural Dimensions and Contributions of the Arts

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 1a - Students create a collection of art work, in a variety of mediums, based on instructional assignments and individual and collective experiences to explore perceptions, ideas, and viewpoints.

NYS ARTS 1b - Students create art works in which they use and evaluate different kinds of mediums, themes, subjects, symbols, metaphors, and images.

NYS ARTS 2a - Students select and use mediums and processes that communicate intended meaning in their art works, and exhibit competence in at least two mediums.

NYS ARTS 2b - Students use the computer and electronic media to express their visual ideas and demonstrate a variety of approaches to artistic creation.

NYS ARTS 2d - Students understand a broad range of vocations/ avocations in the field of visual arts, including those involved in creating, performing, exhibiting, and promoting art.

NYS ARTS 4a - Students analyze works of art from diverse world cultures and discuss the ideas, issues, and events of the culture that these works convey.

NYS ARTS 4c - Students create art works that reflect a variety of cultural influences.

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 Visual Arts Learning Standards 1 – Creating, Performing and Participating in the Arts, 2 – Knowing and Using Arts Materials and Resources, 3 – Responding To and Analyzing Works of Art and 4 – Understanding the Cultural Dimensions and Contributions of the Arts

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 1b - Students create art works in which they use and evaluate different kinds of mediums, themes, subjects, symbols, metaphors, and images.

NYS ARTS 1c - Students demonstrate an increasing level of competence in using the elements and principles of art to create artworks for public exhibition.

NYS ARTS 1d - Students reflect on their developing work to determine the effectiveness of selected mediums and techniques for conveying meaning and adjust their decisions accordingly.

NYS ARTS 2a - Students select and use mediums and processes that communicate intended meaning in their art works, and exhibit competence in at least two mediums.

NYS ARTS 2b - Students use the computer and electronic media to express their visual ideas and demonstrate a variety of approaches to artistic creation.

NYS ARTS 2c - Students interact with professional artists and participate in school and community- sponsored programs by art organizations and cultural institutions.

NYS ARTS 2d - Students understand a broad range of vocations/ avocations in the field of visual arts, including those involved in creating, performing, exhibiting, and promoting art.

NYS ARTS 3b - Students explain the visual and other sensory qualities in art and nature and their relation in the social environment.

NYS ARTS 3d - Students develop connections between the ways ideas, themes, and concepts are expressed through the visual arts and other disciplines in everyday life.

NYS ARTS 4a - Students analyze works of art from diverse world cultures and discuss the ideas, issues, and events of the culture that these works convey.

NYS ARTS 4b - Students examine works of art and artifacts from United States cultures and place them within a cultural and historical context.

NYS ARTS 4c - Students create art works that reflect a variety of cultural influences.

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 Visual Arts Learning Standards 1 – Creating, Performing and Participating in the Arts, 2 – Knowing and Using Arts Materials and Resources, 3 – Responding To and Analyzing Works of Art and 4 – Understanding the Cultural Dimensions and Contributions of the Arts

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 1b - Students create art works in which they use and evaluate different kinds of mediums, themes, subjects, symbols, metaphors, and images.

NYS ARTS 1c - Students demonstrate an increasing level of competence in using the elements and principles of art to create artworks for public exhibition.

NYS ARTS 1d - Students reflect on their developing work to determine the effectiveness of selected mediums and techniques for conveying meaning and adjust their decisions accordingly.

NYS ARTS 2a - Students select and use mediums and processes that communicate intended meaning in their art works, and exhibit competence in at least two mediums.

NYS ARTS 2b - Students use the computer and electronic media to express their visual ideas and demonstrate a variety of approaches to artistic creation.

NYS ARTS 2c - Students interact with professional artists and participate in school and community- sponsored programs by art organizations and cultural institutions.

NYS ARTS 2d - Students understand a broad range of vocations/ avocations in the field of visual arts, including those involved in creating, performing, exhibiting, and promoting art.

NYS ARTS 3b - Students explain the visual and other sensory qualities in art and nature and their relation in the social environment.

NYS ARTS 3d - Students develop connections between the ways ideas, themes, and concepts are expressed through the visual arts and other disciplines in everyday life.

NYS ARTS 4a - Students analyze works of art from diverse world cultures and discuss the ideas, issues, and events of the culture that these works convey.

NYS ARTS 4b - Students examine works of art and artifacts from United States cultures and place them within a cultural and historical context.

NYS ARTS 4c - Students create art works that reflect a variety of cultural influences.

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 Visual Arts Learning Standards 1 – Creating, Performing and Participating in the Arts, 2 – Knowing and Using Arts Materials and Resources and 3 – Responding To and Analyzing Works of Art

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 1b - Students create art works in which they use and evaluate different kinds of mediums, themes, subjects, symbols, metaphors, and images.

NYS ARTS 1c - Students demonstrate an increasing level of competence in using the elements and principles of art to create artworks for public exhibition.

NYS ARTS 2b - Students use the computer and electronic media to express their visual ideas and demonstrate a variety of approaches to artistic creation.

NYS ARTS 2c - Students interact with professional artists and participate in school and community- sponsored programs by art organizations and cultural institutions.

NYS ARTS 2d - Students understand a broad range of vocations/ avocations in the field of visual arts, including those involved in creating, performing, exhibiting, and promoting art.

NYS ARTS 3b - Students explain the visual and other sensory qualities in art and nature and their relation in the social environment.

NYS ARTS 3c - Students analyze and interpret the ways in which political, cultural, social, religious, and psychological concepts and themes have been explored in visual art.

NYS ARTS 3d - Students develop connections between the ways ideas, themes, and concepts are expressed through the visual arts and other disciplines in everyday life.

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 Visual Arts Learning Standards 1 – Creating, Performing and Participating in the Arts, 2 – Knowing and Using Arts Materials and Resources and 3 – Responding To and Analyzing Works of Art

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 1b - Students create art works in which they use and evaluate different kinds of mediums, themes, subjects, symbols, metaphors, and images.

NYS ARTS 1c - Students demonstrate an increasing level of competence in using the elements and principles of art to create artworks for public exhibition.

NYS ARTS 2b - Students use the computer and electronic media to express their visual ideas and demonstrate a variety of approaches to artistic creation.

NYS ARTS 2c - Students interact with professional artists and participate in school and community- sponsored programs by art organizations and cultural institutions.

NYS ARTS 2d - Students understand a broad range of vocations /avocations in the field of visual arts, including those involved in creating, performing, exhibiting, and promoting art.

NYS ARTS 3b - Students explain the visual and other sensory qualities in art and nature and their relation in the social environment.

NYS ARTS 3c - Students analyze and interpret the ways in which political, cultural, social, religious, and psychological concepts and themes have been explored in visual art.

NYS ARTS 3d - Students develop connections between the ways ideas, themes, and concepts are expressed through the visual arts and other disciplines in everyday life.

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 Visual Arts Learning Standards 1 – Creating, Performing and Participating in the Arts, 2 – Knowing and Using Arts Materials and Resources, 3 - Responding To and Analyzing Works of Art and 4 – Understanding the Cultural Dimensions and Contributions of the Arts

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 1c - Students demonstrate an increasing level of competence in using the elements and principles of art to create artworks for public exhibition.

NYS ARTS 1d - Students reflect on their developing work to determine the effectiveness of selected mediums and techniques for conveying meaning and adjust their decisions accordingly.

NYS ARTS 2b - Students use the computer and electronic media to express their visual ideas and demonstrate a variety of approaches to artistic creation.

NYS ARTS 2d - Students understand a broad range of vocations/ avocations in the field of visual arts, including those involved in creating, performing, exhibiting, and promoting art.

NYS ARTS 3a - Students use the language of art criticism by reading and discussing critical reviews in newspapers and journals and by writing their own critical responses to works of art, either their own or those of others.

NYS ARTS 3d - Students develop connections between the ways ideas, themes, and concepts are expressed through the visual arts and other disciplines in everyday life.

NYS ARTS 4a - Students analyze works of art from diverse world cultures and discuss the ideas, issues, and events of the culture that these works convey.

NYS ARTS 4c - Students create art works that reflect a variety of cultural influences.

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 Visual Arts Learning Standard 2 – Knowing and Using Arts Materials and Resources

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 2c - Students interact with professional artists and participate in school and community- sponsored programs by art organizations and cultural institutions.

NYS ARTS 2d - Students understand a broad range of vocations /avocations in the field of visual arts, including those involved in creating, performing, exhibiting, and promoting art.

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

	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. b, c 2. b, c, d 3. b, c, d	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. b, c 2. b, c, d 3. b, c, d	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	1. c, d 2. b, d 3. a, d 4. a, c	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	2. c, d	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.
Process Skills	Does not integrate Process Skills.	Integrates 1 Process Skill.	Integrates 2 Process Skills.	Integrates 3 or more Process Skills.
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.

HOUSING AND ENVIRONMENT CORE BEST PRACTICES TEMPLATE

NYS LEARNING STANDARDS:

Family & Consumer Sci	1 _____
	2 _____
	3 _____
CDOS	1 _____
	2 _____
	3a _____
	3b _____
The Arts	1 _____
	2 _____
	3 _____
	4 _____

HOUSING & ENVIRONMENT CORE

CONTENT TOPICS:

Housing Trends	_____
Housing Decisions	_____
Elements of Design	_____
Principles of Design	_____
Design Theory	_____
Design & Personal Living	_____
Global Concerns & Solutions	_____
Career Pathways in H & E	_____

APPLIED PROCESS SKILLS:

Communication	_____
Leadership	_____
Management	_____
Thinking	_____

APPLIED ACADEMICS:

Circle Standard Number(s)

ELA	1 2 3 4
MST	1 2 3 4 5 6 7
Soc St	1 2 3 4 5
LOTE	1 2

TITLE: _____

CONTENT TOPICS: (Complete only those that apply)

Housing Trends (HT)

- Performance Objective – HT
 - Supporting Competency – HT

Housing Decisions (HD)

- Performance Objective – HD
 - Supporting Competency – HD

Elements of Design (ED)

- Performance Objective – ED
 - Supporting Competency – ED

Principles of Design (PD)

- Performance Objective – PD
 - Supporting Competency – PD

Design Theory (DT)

- Performance Objective – DT
 - Supporting Competency – DT

Design & Personal Living (DL)

- Performance Objective – DL
 - Supporting Competency – DL

Global Housing Concerns & Solutions (GH)

- Performance Objective – GH
 - Supporting Competency – GH

Career Pathways in Apparel & Textiles (CP)

- Performance Objective – CP
 - Supporting Competency – CP

TITLE: _____

GOAL:

STRATEGY:

ASSESSMENT (Attach rubric):

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

Appendix D

HOME AND CAREER SKILLS PROCESS SKILLS

The information below is excerpted from the New York State Home and Career Skills Core Curriculum Guide 2005. It is appended here as a reference and a review of the process skills for high school Family and Consumer Sciences teachers. Family and Consumer Sciences high school core courses were designed to provide opportunities for students to apply communication, leadership, management, and thinking skills through each content topic they study.

Introduction to Process Skills

Process is a vehicle for obtaining, analyzing, and using content. Process skills are the “how” of learning while content is the “what” of learning. The emphasis on process skills within Home and Career Skills is grounded in needs and issues of society and in developments in Family and Consumer Sciences education.

The need for process in education was emphasized in the report of the Secretary’s Commission on Achieving Necessary Skills (SCANS). Based on information gathered from businesses and industries across the country, the SCANS determined that process-oriented foundations and competencies are “at least as important as technical expertise...The competencies represent the attributes that today’s high performance employer seeks in tomorrow’s employee” (U.S. Department of Labor). The SCANS foundations and competencies harmonize closely with process skills developed through Family and Consumer Sciences. The New York State Education Department has adapted the SCANS skills into the Career Development and Occupational Studies (CDOS) Universal Foundation Skills.

Most process skills related to Family and Consumer Sciences can be categorized into four organizing skills:

- ❖ Communication (C)
- ❖ Leadership (L)
- ❖ Management (M)
- ❖ Thinking (T)

These process skills were selected in order to create a manageable structure for the development of essential questions for the Family and Consumer Sciences curricula.

- A. **Communication Skills (C)** *How can I develop effective communication skills to express thoughts, feelings, opinions, and information to enhance family, school, work, and community relationships?*

Standards Connections

Communications Skills support the NYS Family and Consumer Sciences Learning Standard 2 – A Safe and Healthy Environment and NYS Career Development and Occupational Studies Learning Standards 1 – Career Development, 2 – Integrated Learning, and 3a – Universal Foundation Skills.

Rationale

Communication is the transmission or interchange of thoughts, feelings, opinions, and information between a sender and a receiver. Communication process skills are first experienced and learned within the social environment of the family. The process of learning to be an effective communicator begins in infancy, with babies and care givers engaging in interactive behaviors. As communication learning continues, families, schools, and communities play critical roles in expanding students' communication skills.

Communication process skills include listening, speaking, reading, and writing. Together they build a sense of cohesiveness within family, school, work, and community settings. They are a powerful cultural tool, a means for creating a sense of group identity through exchange of values, expectations, and ways of thinking and perceiving. Conflict management is facilitated when individuals are able to express their own ideas and assert their own views effectively, while at the same time listening to and respecting the views of others. Effective communication skills help students meet the challenges of living and working in a diverse global society.

Key Ideas

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

NYS CDOS 1 - Students will use communication skills to achieve personal goals.

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

NYS CDOS 3a - (Basic Skills) Students will acquire basic skills including the ability to read, write, listen, and speak.

(Interpersonal Skills) Students will develop positive interpersonal qualities leading to team work and cooperation in large and small groups in family, social, and work situations.

Performance Objectives and Supporting Competencies for Communication Skills

Communication Skills Performance Objective 1

C.1 Demonstrate communication skills that contribute to positive relationships.

Communication Skills Objective 1 Supporting Competencies

- C.1.1 Examine the roles and functions of communications in family, school, work, and community settings.
- C.1.2 Examine communication styles and their effects on relationships.
- C.1.3 Describe types of communication and characteristics of effective communication.
 - Verbal
 - Nonverbal
- C.1.4 Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.
- C.1.5 Distinguish between hearing and listening.
- C.1.6 Demonstrate effective (active) listening and feedback techniques.
- C.1.7 Examine barriers to communication in family, school, work, and community settings.
- C.1.8 Demonstrate effective communication skills in a group setting to accomplish a task.
- C.1.9 Demonstrate effective communication skills in family, school, work, and community settings.

B. Leadership Skills (L) *How can I develop lifelong leadership skills to address important personal, family, school, work, and community issues?*

Standards Connections

Leadership Skills support the NYS Family and Consumer Sciences Learning Standards 2 – A Safe and Healthy Environment, 3 – Resource Management, and NYS Career Development and Occupational Studies Standards 1 – Career Development, 2 – Integrated Learning, and 3a – Universal Foundation Skills.

Rationale

Leadership process skills include helping a group, such as a family, school, or community shape a vision of purpose and goals, and encouraging others to commit themselves to accomplishing that vision. Being a responsible leader requires taking action for the common good of the group.

Leaders tell, sell, participate, and delegate, using different strategies at different times and with different group members, in order to involve and encourage everyone toward achieving the shared vision. Leadership skills are embraced in Home and Career Skills classes as students develop a common vision, cooperate with each other, and assume shared responsibility for their family, school, work, and community settings.

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, and make effective decisions in order to balance their obligations to work, family, and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.

NYS CDOS 1 - Students will use communication skills to achieve personal goals.

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

NYS CDOS 3a - (Thinking Skills) Students will use thinking skills for problem solving, experimenting, and focused observation, and apply the application of knowledge to new and unfamiliar situations.

(Personal Qualities) Students will develop competence in self-management and the ability to plan, organize, and take independent action.

(Interpersonal Skills) Students will develop positive interpersonal qualities leading to team work and cooperation in large and small groups in family, social, and work situations.

(Managing Information) Students will access and use information obtained from other people, community resources, and computer networks.

(Managing Resources) Students will use resources to successfully carry out a planned activity.

Performance Objectives and Supporting Competencies for Leadership Skills

Leadership Skills Performance Objective 1

L.1 Demonstrate teamwork and leadership skills in the family, school, workplace, and/or community.

Leadership Skills Objective 1 Supporting Competencies

- L.1.1 Examine the roles and functions of teamwork and leadership in family, school, work, and community settings.
- L.1.2 Identify qualities of effective leaders.
- L.1.3 Identify qualities of effective team members.
- L.1.4 Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.
- L.1.5 Demonstrate strategies to motivate and encourage group members.
- L.1.6 Create strategies to utilize the strengths and limitations of team members.
- L.1.7 Demonstrate techniques that develop team and community spirit.
- L.1.8 Demonstrate ways to organize and delegate responsibilities.
- L.1.9 Create strategies to integrate new members into the team.
- L.1.10 Demonstrate processes for cooperating, compromising, and collaborating.
- L.1.11 Demonstrate leadership and teamwork in a group setting to accomplish tasks.
- L.1.12 Demonstrate leadership and teamwork in family, school, work, and community settings.

C. Management Skills (M) *How can I develop effective management skills in order to achieve goals for self, family, school, work, and community?*

Standards Connections

Management Skills support the NYS Family and Consumer Sciences Learning Standards 2 – A Safe and Healthy Environment, 3 – Resource Management and NYS Career Development and Occupational Studies Learning Standards 1 – Career Development, 2 – Integrated Learning, and 3a – Universal Foundation Skills.

Rationale

Management process skills are used to carry out actions in order to meet individual, family, school, work, and community needs. They include goal setting, planning, implementing, evaluating, problem solving, and decision making. Management involves determining the goals that can be realistically accomplished; planning the steps to take and resources to use; carrying out the plan in an efficient and cost effective way; and evaluating the implementation process and the result. Students in Home and Career Skills classes practice managing resources such as time, talent, energy, and money, in order achieve goals for self, family, school, work, and community.

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, and make effective decisions in order to balance their obligations to work, family, and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.

NYS CDOS 1 - Students will use communication skills to achieve personal goals.

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

NYS CDOS 3a - (Thinking Skills) Students will use thinking skills for problem solving, experimenting, and focused observation and apply the application of knowledge to new and unfamiliar situations.

(Personal Qualities) Students will develop competence in self-management and the ability to plan, organize, and take independent action.

(Interpersonal Skills) Students will develop positive interpersonal qualities leading to team work and cooperation in large and small groups in family, social, and work situations.

(Managing Information) Students will access and use information obtained from other people, community resources, and computer networks.

(Managing Resources) Students will use resources to successfully carry out a planned activity.

Performance Objectives and Supporting Competencies for Management Skills

Management Skills Performance Objective 1

M.1 Explain the importance of effective management of resources in a variety of relevant life situations.

Management Skills Objective 1 Supporting Competencies

M.1.1 Explain *management* as it relates to personal, family, and work life.

M.1.2 Compare ways in which different people make different choices in the same situation.

Management Skills Performance Objective 2

M.2 Explain how decision making, problem solving, and goal setting assist with management of resources (i.e. time, money, energy).

Management Skills Objective 2 Supporting Competencies

M.2.1 Explain the interrelatedness of the decision-making, problem-solving and goal-setting processes.

Management Skills Performance Objective 3

M.3 Explain how needs, wants, values, goals, and standards impact decision making, problem solving and goal setting.

Management Skills Objective 3 Supporting Competencies

M.3.1 Define *needs, wants, values, goals, and standards*.

M.3.2 Describe how needs, wants, values, goals, and standards influence decisions.

M.3.3 Examine how individuals and families make choices to satisfy needs and wants.

Management Skills Performance Objective 4

M.4 Identify human, economic, and environmental resources that are available and appropriate to use in decision making, problem solving and goal setting.

Management Skills Objective 4 Supporting Competencies

- M.4.1 Define *resources*
- M.4.2 Classify human, economic, and environmental resources.
- M.4.3 Identify human, economic, and environmental resources that are limited and/or expendable, and select those that are available and appropriate to the relevant life situation.
- M.4.4 Describe several ways to substitute or increase resources by combining them.
- M.4.5 Give examples and demonstrate how resources have credibility, change over the lifespan, and are influenced by changing needs and goals and availability.
- M.4.6 Determine individual and family responsibility in relation to the environmental trends and issues.
- M.4.7 Examine behaviors that conserve, reuse, and recycle resources to maintain the environment.

Management Skills Performance Objective 5

M.5 Apply the decision-making process in a logical, sequential manner to relevant life situations involving a choice.

Management Skills Objective 5 Supporting Competencies

- M.5.1 Define *decision making*.
- M.5.2 State sequentially the basic steps in the decision-making process.
- M.5.3 Apply the steps sequentially to make a decision.
- M.5.4 Apply the decision-making process in family, school, work, and community settings.

Management Skills Performance Objective 6

M.6 Use the problem-solving process to identify appropriate solutions, in a logical and sequential manner, and apply the solution chosen to real-life problem situations.

Management Skills Objective 6 Supporting Competencies

- M.6.1 Define *problem solving*.
- M.6.2 State sequentially the basic steps in the problem-solving process.
- M.6.3 Apply the steps sequentially to solve a problem situation.
- M.6.4 Apply the problem-solving process to solve problems in family, school, work, and community settings.
- M.6.5 Explain the appropriateness of alternative solutions.

Management Skills Performance Objective 7

M.7 Apply the goal-setting process in a logical and sequential manner to relevant life situations involving a goal.

Management Skills Objective 7 Supporting Competencies

- M.7.1 Define *goal*.
- M.7.2 Distinguish between long-term and short-term goals.
- M.7.3 State sequentially the basic steps in the goal-setting process.
- M.7.4 Apply the steps sequentially to achieve a goal.
- M.7.5 Apply the goal-setting process to set goals in family, school, work, and community settings.

Management Skills Performance Objective 8

M.8 Demonstrate management of individual and family resources, including food, clothing, shelter, money, time, and personal energy.

Management Skills Objective 8 Supporting Competencies

- M.8.1 Apply management skills to organize tasks and responsibilities.
- M.8.2 Implement management skills in the planning, purchasing, preparing, serving, and storing of safe and nutritious food.
- M.8.3 Implement management skills in the purchasing, creating, and/or maintenance of clothing
- M.8.4 Implement management skills involving personal space, housing, and furnishings.
- M.8.5 Implement management skills involving money.
- M.8.6 Implement management skills involving time.
- M.8.7 Implement management skills involving personal energy.

Management Skills Performance Objective 9

M.9 Demonstrate management of individual and family resources in family, school, work, and community settings.

Management Skills Objective 9 Supporting Competencies

- M 9.1 Allocate individual and family resources to complete a task.

D. Thinking Skills (T) *How can I apply effective critical and creative thinking skills to increase the probability of desired outcomes at home, school, work, and community settings?*

Standards Connections

Thinking Skills support the NYS Family and Consumer Sciences Learning Standards 1 – Personal Health and Fitness, 2 – A Safe and Healthy Environment, 3 – Resource Management and NYS Career Development and Occupational Studies Standards 1 – Career Development, 2 – Integrated Learning, and 3a – Universal Foundation Skills.

Rationale

Thinking process skills encompass complex, multifaceted activities of the mind. These skills lead to problem solving, experimenting, and focused observation, and allow the application of knowledge to new and unfamiliar situations (New York State Learning Standards for Career Development and Occupational Studies). Home and Career Skills classes provide students with opportunities to apply thinking strategies that are purposeful, reasonable, and goal-directed so that they may increase the probability of achieving desirable outcomes.

Two major types of thinking skills are critical thinking and creative thinking. Critical thinking emphasizes examination and critique of information in order to gain insight into meanings and interpretations. Home and Career Skills classes provide students with opportunities to use critical thinking skills to identify premises and conclusions; to distinguish among opinion, reasoned judgment, and fact; and to recognize underlying assumptions, biases, and values.

Creative thinking, in contrast, is the use of innovative, exploratory approaches to generate ideas. Home and Career Skills classes provide an environment where unusual ideas are valued and perspectives and explanations other than those which are immediately apparent are encouraged.

Key Ideas

NYS FACS 1 – Students will be able to plan and use tools and technologies appropriately.

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, and make effective decisions in order to balance their obligations to work, family, and self. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures.

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 can use the essential academic concepts, facts, and procedures in applications related to life skills and the world of work.

NYS CDOS 3a - (Thinking Skills) Students will use thinking skills for problem solving, experimenting, and focused observation, and apply the application of knowledge to new and unfamiliar situations.

Performance Objectives and Supporting Competencies for Thinking Skills

Thinking Skills Performance Objective 1

T.1 Demonstrate creative and critical thinking skills in family, school, work, and/or community settings.

Thinking Skills Objective 1 Supporting Competencies

- T.1.1 Examine the roles and functions of creative and critical thinking skills in family, school, work, and community settings.
- T.1.2 Describe creative thinking skills.
- T.1.3 Describe critical thinking skills.
- T.1.4 Demonstrate creative and/or critical thinking skills to accomplish a task.