

Family and Consumer Sciences
Grades 9-12

Housing and Environment CORE



The University of the State of New York
The State Education Department
Office of Curriculum and Instructional Support
Albany, New York 12234
2020Update

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

Claudia Visalli
Shirley Ware
Lorraine WilliamsClark

Whitesboro Central Schools, Yorkville
North Syracuse School District, Cicero
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. Students who successfully complete the Housing and Environment CORE, along with the Clothing and Textiles CORE, satisfy the Fine Arts graduation requirement (See Appendix A).

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

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

Housing and Environment CORE can be combined with other courses in this strand to create the content for a NYS Approved CTE program (

<http://www.p12.nysed.gov/cte/ctepolicy/>

NYS Approved CTE programs offer students:

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

Family and Consumer Sciences courses promote student attainment of the

VXFK & RPPLVLRQHUV 5HJXODWppl QVCTE Programs (' SROLFL
and students apply to Family and Consumer Sciences.

Message to the Teacher

)URP HDUOLHVW KLVWRU\ VKHOWHU KDV EHHQ D EDVLF KXP D
surrounding housing decisions take on added importance. This course is designed to make students aware of the influence of history, culture, and environment on their housing decisions. Current environmental issues, such as, the role housing design plays in energy conservation, are increasingly important to examine. Changing global demographics have created housing issues that must be satisfied for individuals and families across the lifespan through innovative design solutions.

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

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

Curriculum Overview ~~H~~Housing and Environment CORE

1. What is Housing and Environment CORE?

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

2. Who can teach the ~~Housing and Environment CORE?~~

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

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

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

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

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

- x The Standards Connections
- x Key Ideas
- x A Rationale
- x

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

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

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

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

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

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

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

Strategies could include, but are not limited to:

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

Appropriate technology should be incorporated into any selected strategy.

It is recommended that the course be delivered that the course be 94 (c)4 (bc)4 ET EMC /L E

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

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

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

Students with special needs are included in Housing and Environment CORE. Family and Consumer Sciences educators know 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 <http://www.p12.nysed.gov/cte/facse/guide.html>

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

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

- x Authentic assessments
- x Laboratories
- x Tests and quizzes
- x Projects
- x Math computations
- x

H. Career Pathways in Housing and Environment (CP)

1. Career Paths
2. Career Suitability

Appendices

Appendix A- Visual Arts Infusion Chart

Appendix B- Learning Experience Template

Appendix C- Compilation of Performance Objectives and Supporting Competencies

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

Standards Connections

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

Rationale

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

Key Ideas

- NYS FACS 2- Students can provide a safe and nurturing environment for themselves and others
- NYS FACS 3- Students will understand and be able to manage personal resources of talent, time, energy, and money. They will know and use 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- Foundation
- NYS CDOS 3b Arts and Humanities- Aesthetics
- NYS Arts (Visual Arts) Anchor Standard-1 Generate and conceptualize artistic ideas and work
- NYS Arts (Visual Arts) Anchor Standard 2 Organize and develop artistic ideas and work
- NYS Arts (Visual Arts) Anchor Standard 3 Refine and complete artistic ideas and work
- NYS Arts (Visual Arts) Anchor Standard 6 Convey meaning through the presentation of artistic work

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

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

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

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

Performance Objectives and Supporting Competencies for Housing Trends

Housing Trends Performance Objective 1

- HT.1 Analyze historic architectural styles and determine their influences on modern housing
 - HT.1.1 Identify historic architectural styles and relate each to its period in history
 - HT.1.2 Evaluate historic architectural styles by the examining human needs, wants, and goals of the periods in which they were popularized
 - HT.1.3 Evaluate historical factors which have influenced the current architecture of the local area
 - HT.1.4 Identify modifications or adaptations of historic architectural styles in current local, regional, state, national, and global communities

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

HT.2.1 0 0 612 792 re W* n BT /TT0 1 Tf 0 Tc 0 Tw 0 Ts 100 Tz 0 Tr 12 0 0 12 198.02 392

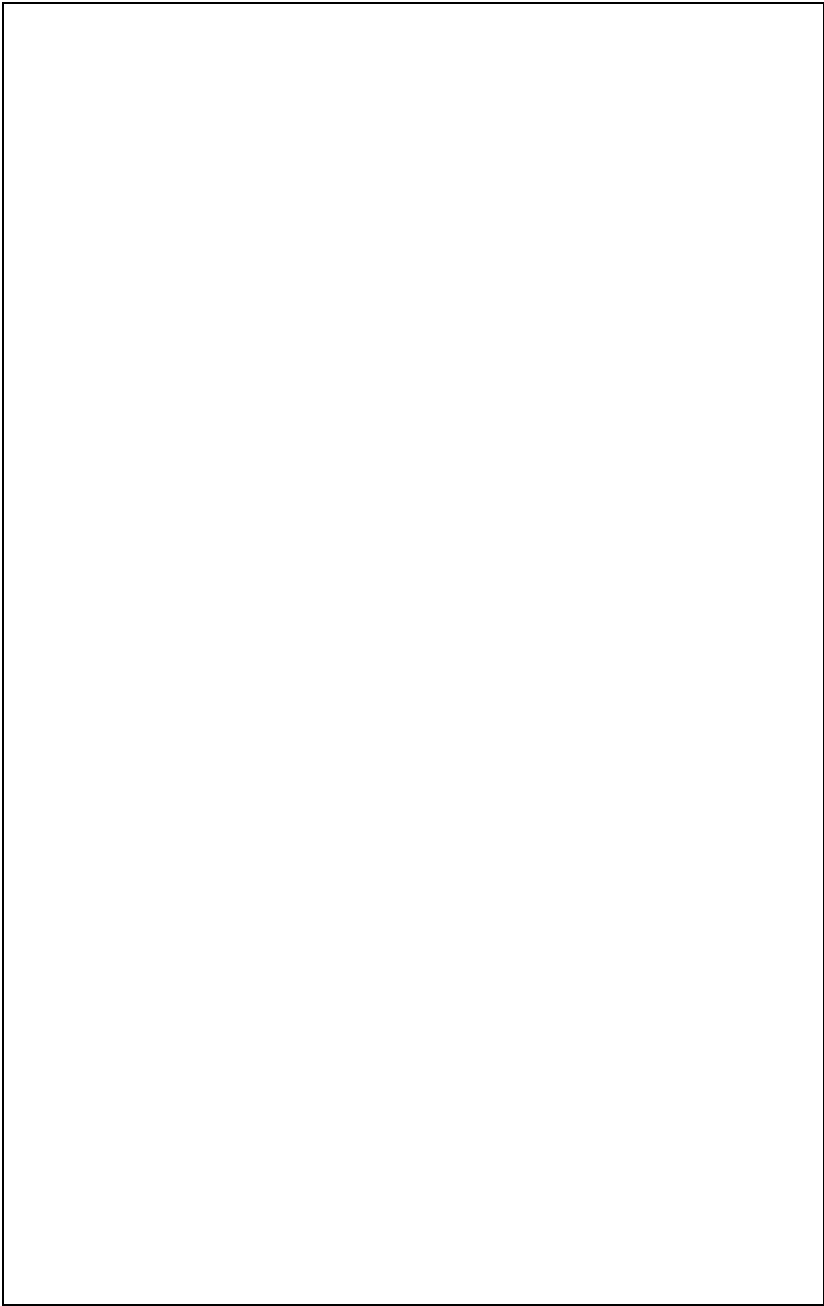
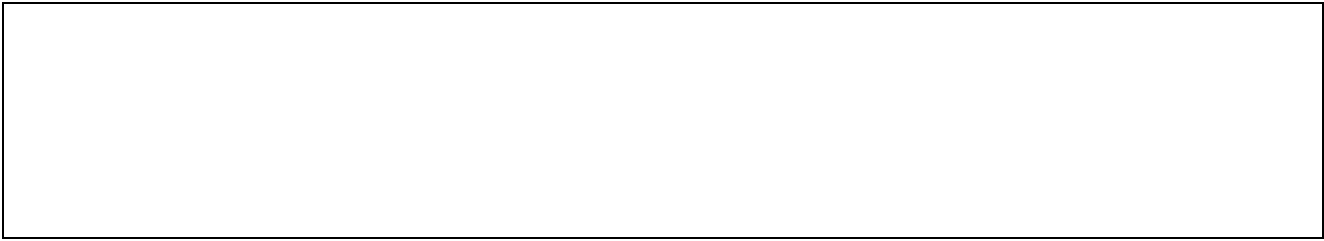
B. Housing Decisions (HD) How do lifestyle choices, lifespan considerations, and economic factors influence individual and family housing decisions?

Housing Decisions	Standards Connections
-------------------	------------------------------

--

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

Performance Objectives and Support



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

Standards Connections

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

Rationale

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

Key Ideas

- NYS FACS 2- Students can provide a safe and nurturing environment themselves and others.
- NYS FACS 3- Students will understand and be able to manage per resources of talent, time, energy, and money. They will know and a community resources.
- NYS CDOS 2- Students will use essential academic concepts, facts 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 Practice
- NYS CDOS 3b Arts and Humanities 6 Making Results Public
- NYS Arts (Visual Arts) Anchor Standard 1 Generate and conceptuali artistic ideas and work
- NYS Arts (Visual Arts) Anchor Standard 2 Organize and develop artist ideas and work
- NYS Arts (Visual Arts) Anchor Standard 4 Analyze, interpret, and sele artistic work for presentation
- NYS Arts (Visual Arts) Anchor Standard 5 Develop and refine artisti

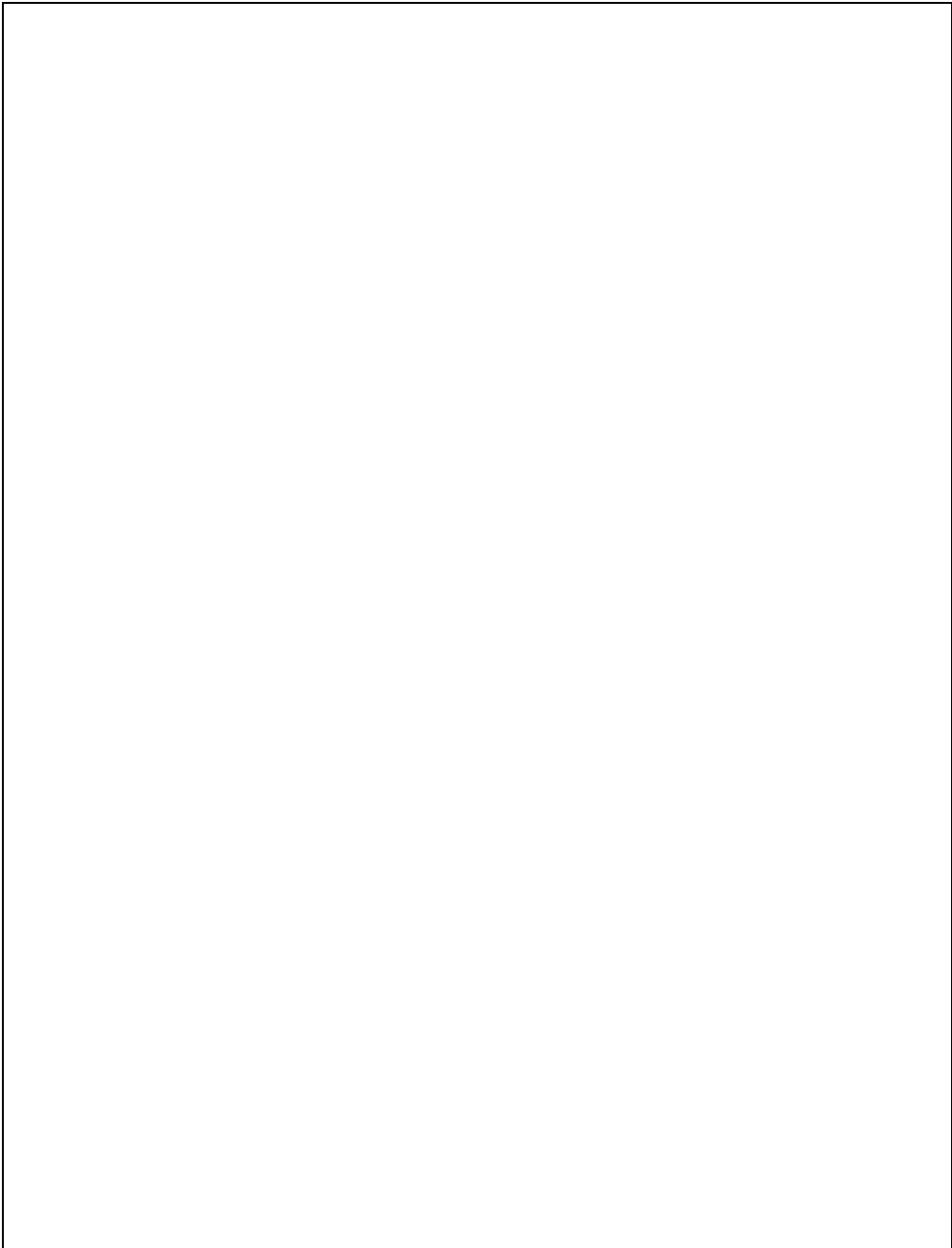
techniques and work for presentation

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

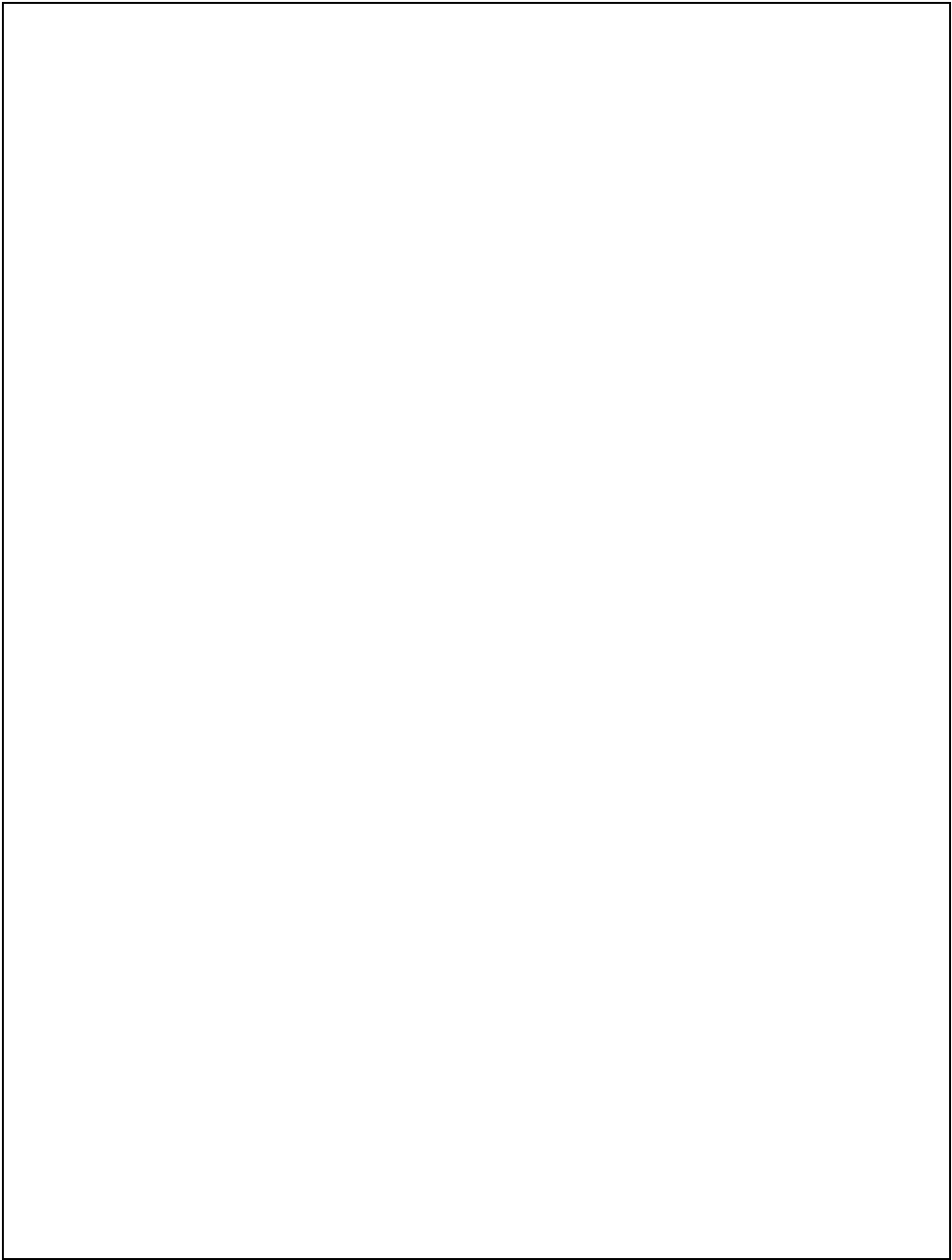
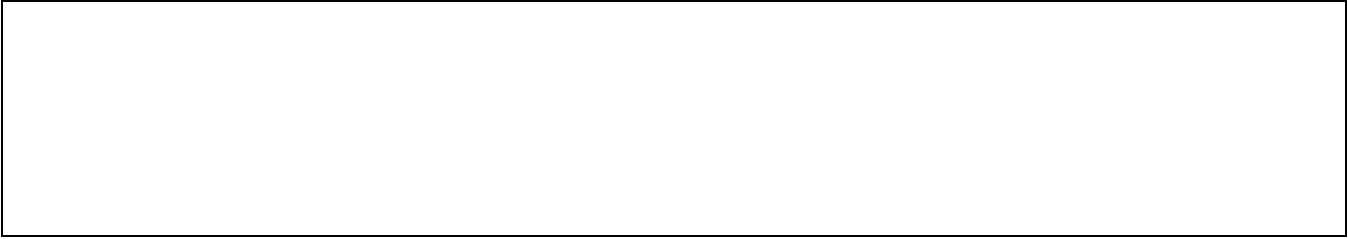
NYS Arts (Visual Arts) Anchor Standard 10 Synthesize and relate knowledge and per-6138.02 rnT4 knowledge and per-6138.02 rn

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

Standards Connections







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

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

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

Performance Objectives and Supporting Competencies for Design and Personal Living

Design and Personal Living Performance Objective 1

- DL.1 Evaluate the psychological, cultural, personal, and regional conventions that shape housing space needs for individuals and families
 - DL.1.1 Assess the impact of individual, family, and community belief 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

--

--

artistic work for presentation

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

NYS Arts (Visual Arts) Anchor Standard 14 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

Performance Objectives and Supporting Competencies for Global Housing Concerns and Solutions

Global Housing Concerns and Solutions Performance Objective 1

- GH.1 Analyze ways changing global demographics have led to the development of universal design principles
 - GH.1.1 Summarize the demographic trends which have led to global housing concerns and ways universal home design may offer appropriate solutions
 - GH.1.2 Describe the characteristics of a universal home design
 - GH.1.3 Explain how universal home design contributes to aesthetically 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

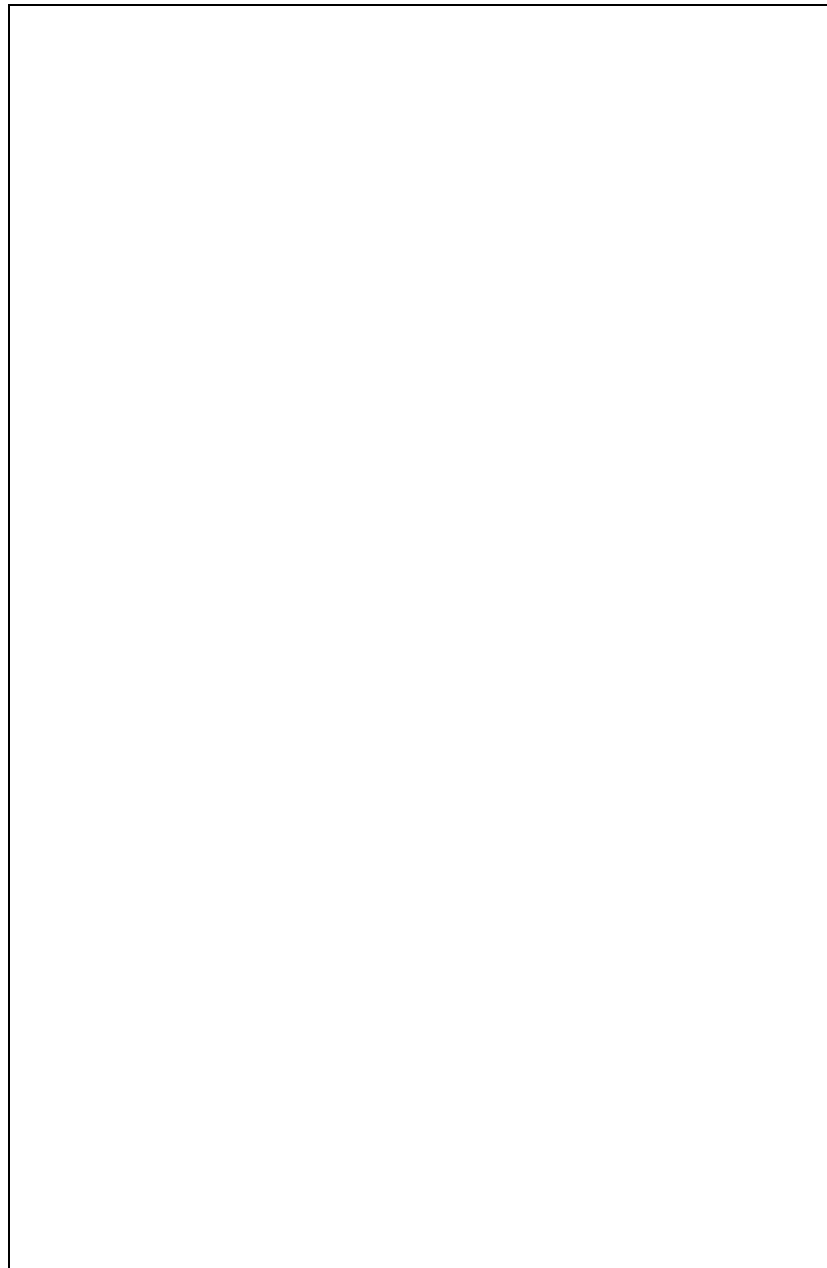
- GH.2 Analyze ways changing global demographics have led to the development of environmental design principles
 - GH.2.1 Summarize the demographic trends which have led to global housing concerns and ways environmental design principles may offer appropriate solutions

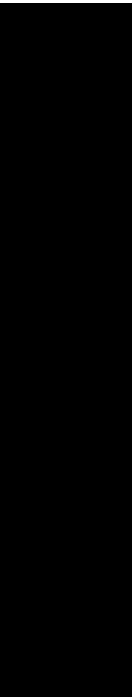
- GH.3.2. Identify physical, intellectual, social, cultural, and financial factors that challenge the acceptance of design innovations by individuals and families across the lifespan
- GH.3.3. Articulate strategies to promote the acceptance of design innovations by individuals and families across the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





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

- 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

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. ([S O D L Q W K H F R I C R O S V Z L R J D W O L F W D B S O L H V W R 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 floorplan demonstrating skills required to meet the housing needs of individuals and families

DL. 3 Evaluate and select appliances, furnishings, and equipment qT1 1 Tf 0 Tc 0 Tw 0 Ts 100

- 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. & R Q V L G H U W K H L P S D F W R I F D U H H U F K R L F H R C compatible with own lifestyle preference