

NEW YORK STATE EDUCATION DEPARTMENT
MIDDLE LEVEL CAREER AND TECHNICAL EDUCATION

MODULE DESCRIPTION

This module introduces students to the ways living spaces can be managed to ensure safety, conserve natural resources, and achieve personal expression. Students will address aspects of household management to include budgeting, purchasing, maintaining, and problem solving as individual and family needs change. Students will have the opportunity to explore the wide variety of career options related to environment, housing, and interior design and to identify the knowledge, skills, education, and training necessary for success within these industries.

GUIDING QUESTION

What knowledge and skills are necessary for designing and managing living spaces to ensure safety, conserve natural resources, and achieve personal expression?

MODULE CONTENT

1. HEALTHY, SAFE, AND SUSTAINABLE LIVING SPACES

STUDENTS WILL:

- a) Recognize that family, school, work, and community settings are all part of the individual's broader living space
- b) Identify common safety hazards found in living spaces and describe ways to minimize risks to individuals, families, and household members
- c) Formulate a safety plan for home, work, and community settings
- d) Investigate ways to conserve natural resources in family, school, work, and community settings

2. ENVIRONMENT AND INTERIOR DESIGN

STUDENTS WILL:

- a) Design shared environments and living space ones (for home, school, work, and/or community) which show respect for individual privacy needs and appreciation of large group social needs
- b) Create a floor plan designed to meet the needs of individuals, families, and communities
- c) Incorporate the elements and principles of design into a design plan
- d) Research how environmental and green home factors influence the design of functional, safe, and aesthetic living spaces
- e) Predict future housing design incorporating technology and demographic data

3. CONSUMER RESOURCES AND FINANCE

STUDENTS WILL:

- a) Construct a budget for implementation of a floor plan design
- b) Use consumer skills to select household items

4. CAREER PATHWAYS

STUDENTS WILL:

- a) Explain roles and functions of individuals engaged in environment, housing, and interior design careers
 - b) Investigate education and training requirements and opportunities for career paths in environment, housing, and interior design fields
 - c) Assess personal employability skills for careers in environment, housing, architecture, and interior design and evaluate personal suitability for these careers
- 

STANDARDS ADDRESSED

NEW YORK STATE CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES (CDOS) STANDARDS

STANDARD 1: CAREER DEVELOPMENT

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions

STANDARD 2: INTEGRATED LEARNING

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings

STANDARD 3A: UNIVERSAL FOUNDATION SKILLS

Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace

NEW YORK STATE STANDARDS FOR FAMILY AND CONSUMER SCIENCES

Intermediate Level

NATIONAL FAMILY AND CONSUMER SCIENCES STANDARDS

2.0 Consumer and Family Resources

Evaluate management practices related to the human, economic, and environmental resources in a global context

3.0 Consumer Services

Integrate knowledge, skills, and practices needed for careers in consumer services

11.0 Housing and Interior Design

Integrate knowledge, skills, and practices required for careers in housing and interior design

11.1 Analyze career paths within the housing, interior design, and furnishings industry

11.2 Evaluate housing and design theories and concepts, including sustainability and universal design, in relation to available resources and options

11.3 Apply interior design knowledge, skills, and processes to meet specific design needs

RESOURCES

Posting of resources on this form does not constitute an endorsement from the New York State Education Department nor does it imply that the following resources are mandatory or the only ones that can be used. Teachers and administrators ensure that resources align with local policies and are responsible for choosing the resources. ~~the final~~ authority, in alignment with local policies, to choose and utilize the resources that best meet the needs of their students. Questions regarding compliance ~~with~~ [Education Law 2013](#) should be directed to your administrator and/or chief information officer.

US DEPARTMENT OF HOMELAND SECURITY (LCC) 55 (LCC) 7(R)-4.3 (TME) 0. (MIE) 0.3.5 Y

