Acknowledgments

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Course Description

Suggested Grade Level: 10 or 11 or 12

Interior Design I students explore career options and professional practices in interior design. Students acquire skills in the design of interior spaces, including selection and application of furnishings, fixtures, equipment, and textiles. Students apply the elements and principles of design, think critically, solve problems, and explore entrepreneurship opportunities within the interior design profession.

Recommended prerequisite: Introduction to Interior Design 8254 / 8255

Task Essentials Table

- Tasks/competencies designated by plus icons (⊕) in the left-hand column(s) are essential
- Tasks/competencies designated by empty-circle icons (○) are optional
- Tasks/competencies designated by minus icons (⊖) are omitted
- Tasks marked with an asterisk (*) are sensitive.

<table>
<thead>
<tr>
<th>8295</th>
<th>Tasks/Competencies</th>
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<tr>
<td>⊕</td>
<td>Analyze the meaning of work and the meaning of family.</td>
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<td>⊕</td>
<td>Compare how families affect work life and how work life affects families.</td>
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<td>⊕</td>
<td>Identify management strategies for balancing work and family roles.</td>
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<tr>
<td>+</td>
<td>Research careers in the interior design profession.</td>
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<td>Identify professional interior design organizations.</td>
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<td>Describe ways that design professionals collaborate.</td>
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<td>Identify ethical business practices.</td>
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<td>Develop a professional portfolio.</td>
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<td>Identify physical and psychological needs related to interior environments.</td>
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<td>+</td>
<td>Identify architectural styles.</td>
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<td>+</td>
<td>Determine how environmental sustainability and ecological issues affect interior design.</td>
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<td>+</td>
<td>Examine governmental health, safety, and welfare regulations related to interior design.</td>
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<td>Assess the effect of technology on interior environment decisions.</td>
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<td>Describe features of universal design.</td>
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<td>Describe ergonomics, anthropometrics, and human comfort theories.</td>
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<td>+</td>
<td>Analyze trends that affect building and interior design decisions.</td>
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<td>+</td>
<td>Interpret technical documents and their components.</td>
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<td>Identify the basic structural components of a building.</td>
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<td>+</td>
<td>Identify construction materials used in interior spaces.</td>
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<td>+</td>
<td>Evaluate the properties, function, and care of materials used in interiors.</td>
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<td>+</td>
<td>Demonstrate uses of materials in interior design.</td>
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<td>+</td>
<td>Identify styles of furniture.</td>
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<td>+</td>
<td>Identify types of furniture.</td>
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<td>Identify types of cabinetry.</td>
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<td>+</td>
<td>Demonstrate measuring skills.</td>
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<td>+</td>
<td>Compute areas and volumes commonly required in interior spaces.</td>
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<td>+</td>
<td>Develop a schematic drawing.</td>
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<tr>
<td>+</td>
<td>Produce a floor plan of a furnished space to scale.</td>
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<tr>
<td>+</td>
<td>Produce a wall elevation to scale.</td>
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</tbody>
</table>
Construct textile products used in interiors.
Interpret the elements of design (space, line, form/shape, texture, and color).
Interpret the principles of design (e.g., unity, balance, rhythm, emphasis, contrast, scale and proportion).
Describe the principles of color theory.
Determine the scope of a simulated project.
Research products and design solutions to satisfy a hypothetical client’s needs, preferences, and goals.
Design a space that meets a residential or commercial purpose.
Create a color scheme for a simulated project, using the principles of color theory.
Select interior finishes for a simulated project.
Demonstrate arrangement of furniture, fixtures, and equipment (FF&E) and accessories for a simulated project.
Create a presentation display for a hypothetical client’s approval.
Present a design and products that satisfy a hypothetical client’s needs, preferences, and goals.

Legend: +E|Essential  +|Non-essential  -|Omitted

Curriculum Framework
Balancing Work and Family

Task Number 39
Analyze the meaning of work and the meaning of family.

Definition

Analysis may include
- evaluating work systems and family systems (structures)
- assessing characteristics of strong work and family organizations
- examining the evolution of the workforce
• identifying the rewards of work within and outside the family
• describing the roles and responsibilities of employees and family members
• determining the effects of interdependence on each member of the family
• evaluating ways in which the evolution of the family life cycle affects choices and decisions
• examining personal and family values.

Process/Skill Questions

Thinking
• What factors should be considered when analyzing work and family structures?
• What criteria should be used to assess work and family systems?
• How are the roles and responsibilities of employed workers and family members alike, and how are they different?
• How is the role of management in the workplace like or unlike the role of management in the family?

Communication
• How can the workplace be respectful of the family and individuals?
• How can one communicate the importance of work and family values?
• How can family members at different stages of the family life cycle communicate their values and choices?

Leadership
• What leadership techniques are needed to develop strategies for change?
• How can the family and the employer develop leadership skills in individuals?
• What leadership techniques are needed to develop strategies for change?
• How can leadership skills be integrated into the family and the workplace?

Management
• How can one develop a life plan that reflects family values?
• How can an individual’s management skills be integrated into the family? Into the workplace?
• What resources can help determine work and family values?

National Standards for Family and Consumer Sciences Education

1.1.1
Summarize local and global policies, issues, and trends in the workplace, community, and family dynamics that affect individuals and families.

1.1.2
Analyze the effects of social, economic, and technological changes on work and family dynamics.

6.1.1
Analyze family as the basic unit of society.

6.1.4
Analyze the role of family in teaching culture and traditions across the life span.

FCCLA National Programs
Task Number 40

Compare how families affect work life and how work life affects families.

Definition

Comparison should include the financial, social, intellectual, emotional, and ethical issues involved in work and family roles.

Process/Skill Questions

Thinking

- What effects do technological changes in the workplace have on families?
- What effects do other workplace trends have on families?
- What are the benefits and disadvantages of work as it relates to family?
- What are the effects of family stress and/or change on the workplace?
What effects might family life have on the financial issues of work? Social issues? Intellectual issues? Ethical issues?

Communication

- How can one communicate the importance of work life to family members and the importance of family life to those in the workplace?
- What communication skills are needed to balance the effects of family life on work? Work life on families?

Leadership

- What leadership techniques help develop strategies for change?
- How can the family and the employer develop leadership skills in individuals?
- How can leadership skills be integrated into the family and the workplace?

Management

- How can an individual’s management skills be integrated into the family? Into the workplace?
- What management skills are needed to minimize the effects of family life on work and the effects of work on family life?
- What resources can help determine values toward work and families?

National Standards for Family and Consumer Sciences Education

1.1.1
Summarize local and global policies, issues, and trends in the workplace, community, and family dynamics that affect individuals and families.

1.1.2
Analyze the effects of social, economic, and technological changes on work and family dynamics.

1.1.4
Analyze potential effects of various career path decisions on balancing work and family.

1.1.5
Determine goals for life-long learning and leisure opportunities for all family members.

FCCLA National Programs

Families First: Balancing Family and Career

Families First: Families Today

Families First: Meet the Challenge

Families First: Parent Practice

Families First: You-Me-Us

Power of One: A Better You
Task Number 41

Identify management strategies for balancing work and family roles.

Definition

Identification should include

- use of time
- prioritization of family and work responsibilities
- ways to handle stress
- health and safety issues
- conflict resolution
- family and work values
- stages of the family and career life cycle.

Process/Skill Questions

Thinking

- What is the relationship between the family’s circumstances and work productivity?
- Why is it important to a person, to the family, and to the employer to balance work and family roles?
- What responsibility does an employer have for a worker’s well-being at home?
- When is it appropriate for an employer to intervene in an employee’s personal/family life?

Communication

- When is it appropriate for an employee to communicate personal/family problems to an employer?
- What communication skills are needed to develop strategies for balancing work and family roles?
- How can one communicate the importance of balancing work and family roles?
Leadership

- What leadership techniques can address and resolve conflict regarding work and family roles?
- What skills do family members need to become leaders?
- What criteria should be used to assess efforts at balancing work and family roles?

Management

- What management skills are needed to set priorities at work and at home?
- What kind of training is needed to develop management strategies for balancing work and family roles?
- What management skills help deal with issues at different stages of the family life cycle?

National Standards for Family and Consumer Sciences Education

1.1.6
Develop a life plan, including pathways to acquiring the knowledge and skills needed to achieve individual, family, and career goals.

2.1.1
Apply time management, organizational, and process skills to prioritize tasks and achieve goals.

FCCLA National Programs

Families First: Balancing Family and Career

Families First: Families Today

Families First: Meet the Challenge

Families First: Parent Practice

Families First: You-Me-Us

FCCLA: STAR Events (2019)

Early Childhood Education

Focus on Children

Interpersonal Communications

Examining Careers and Professional Practices
Task Number 42

Research careers in the interior design profession.

Definition

Research should include examination of the influence of interior design occupations on local, state, national, and global economies and descriptions of career opportunities, including

- entrepreneurship options
- preparation necessary for employment, including education from an accredited postsecondary institution, training, internship, licensure at the state level, or credentialing requirements such as those from
  - Council for Interior Design Accreditation (CIDA) (an entity that accredits interior design degree programs at postsecondary institutions)
  - Council for Interior Design Qualifications (CIDQ)
- professional responsibilities and duties
- salary projections
- opportunities for advancement
- benefits and disadvantages
- employment trends
- licensure as a certified interior designer (see the Virginia Department of Professional and Occupational Regulation [DPOR]).

Career research should include using a variety of resources (e.g., Occupation Outlook Handbook, Directory of Occupational Titles, Guide for Occupational Exploration) and matching an individual’s abilities, interests, aptitudes, and job expectations with industry standards and expectations. Many websites offer career exploration resources, including the Virginia Department of Education’s Career Planning Guide.

Process/Skill Questions

Thinking

- What information is available concerning careers in the interior design profession?
- Why is it important to analyze the information gathered about careers?
- What is most important in choosing a career: family influence, personal attributes, or income potential? Why?

Communication

- What communication skills are necessary for gathering and evaluating career information?
- What communication skills are necessary for a career in this profession?
- How does one evaluate the benefits and disadvantages of a career?

Leadership

- What leadership qualities are necessary for success in the interior design industry?
- What is an effective decision-making process to use when gathering and evaluating career information?
• What strategies could be used to bring about desirable changes in the public’s perception of interior design professionals?

Management

• What are some Internet resources available to match aptitudes, interests, and abilities with career opportunities?
• What management skills are involved in a search for career information?
• How might housing, interiors, and furnishings-related occupations influence local, state, national, or global economies?

National Standards for Family and Consumer Sciences Education

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

FCCLA National Programs

Career Connection: My Career
Career Connection: My Life
Career Connection: My Path
Career Connection: My Skills
Power of One: A Better You
Power of One: Working on Working

FCCLA: STAR Events (2019)
Career Investigation
Check the national FCCLA portal.

Entrepreneurship

Interior Design

Professional Presentation

Task Number 43

Identify professional interior design organizations.
Definition

Identification could include the following organizations and the benefits of membership in each (e.g., educational, professional, social):

- Interior Design Educators Council (IDEC)
- American Society of Interior Designers (ASID)
- International Interior Design Association (IIDA)
- National Kitchen and Bath Association (NKBA)
- American Institute of Architects (AIA)
- Network of Executive Women in Hospitality (NEWH)
- U.S. Green Building Council (USGBC)

Process/Skill Questions

Thinking

- What professional interior design organizations are available to join? What are their fees? What are their other requirements?
- What is the value of being a member of a professional organization?

Communication

- What communication skills are essential for participating in an interior design organization?

Leadership

- What leadership techniques may encourage membership and active participation in interior design organizations?
- What leadership skills can assist in serving a professional interior design organization?

Management

- What resources may assist one in understanding the benefits of membership in professional interior design organizations?
- What steps can one take to become a contributing member of a professional interior design organization?

National Standards for Family and Consumer Sciences Education

11.1.6
Analyze the role of professional organizations in housing and interior design professions.

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life
Task Number 44

Describe ways that design professionals collaborate.

Definition

Description should identify the various types of professionals (e.g., interior designers, interior decorators, architects, general contractors, subcontractors, landscape architects, facility managers, engineers) who work on design projects and explain how they collaborate on design projects.

Process/Skill Questions

Thinking

- What are the various design professions?
- What are the training requirements for designers who work in these professions?
- How do these design professionals interact during the completion of a project? Who is in charge of each aspect of the project?

Communication
• What communication skills ensure cooperation among design professionals involved in a project?
• What forms of communication are useful in keeping everyone involved in a project informed and on board?

Leadership

• How can a leader encourage cooperation among design professionals involved in a project?
• What are some ways to resolve disagreements among design professionals involved in a project?

Management

• What models should be followed to prevent disagreements among design professionals involved in a project from becoming unmanageable?
• What resources and technology are needed to ensure smooth, positive interaction among design professionals involved in a project?

National Standards for Family and Consumer Sciences Education

11.8.8
Demonstrate knowledge of multi-disciplinary collaboration and consensus building skills needed in practice.

FCCLA National Programs

Career Connection: My Career
Career Connection: My Life
Career Connection: My Path
Career Connection: My Skills
Power of One: A Better You
Power of One: Working on Working

FCCLA: STAR Events (2019)

Career Investigation

Check the national FCCLA portal.

Interior Design

Interpersonal Communications

Professional Presentation
Task Number 45

Identify ethical business practices.

Definition

Identification should consist of

- defining *business ethics*
- describing the relationship between personal and business ethics
- defining and explaining basic principles of business ethics (including honesty, respect, fairness, loyalty, trust, and pursuit of excellence) and how they affect team relationships
- describing ethical business practices related to
  - copyright
  - trademarks
  - patents
  - licensing
  - code of ethics
  - collaborating with other professionals
  - contracts
  - contracted labor
  - intellectual property
- identifying ethical standards within the interior design profession (e.g., state regulations, professional organizations)
- defining and explaining the difference between kickbacks and commissions.

Process/Skill Questions

Thinking

- What ethical issues may arise during an interior design project?
- Should business ethics ever be compromised for the sake of profitability? Why or why not?

Communication

- How can interior design professionals communicate standards and practices regarding business ethics?
- How is clear communication related to business ethics?

Leadership

- How can a leader ensure that work remains ethical?
- What leadership skills can be used to safeguard business ethics?
- What should an employee do if an employer is engaging in a practice that appears to be unethical?

Management

- What resources exist to help maintain ethical business practices?
- What management procedures are effective in ensuring that a business remains ethical in its practices?
11.1.7
Analyze the attitudes, traits, and values of professional responsibility, accountability and effectiveness required for careers in housing and interior design.

FCCLA National Programs

Career Connection: My Career
Career Connection: My Life
Career Connection: My Path
Career Connection: My Skills
Power of One: A Better You
Power of One: Working on Working

FCCLA: STAR Events (2019)
Career Investigation

Check the national FCCLA portal.

Interior Design
Interpersonal Communications
Leadership
Professional Presentation

Task Number 46

Develop a professional portfolio.

Definition
Development of a career portfolio should include

- statement of career plan and goals
- résumé that lists
  - job skills
• experience
• education
• certifications
• professional organization involvement
• service learning
• awards and recognition
• references
  • documentation of work samples that demonstrate the student’s design processes (e.g., photographs, descriptions, storyboards, graphic presentations)
  • completed job application form, if applicable.

Process/Skill Questions

Thinking

• What is a career portfolio?
• How are career portfolios used in the workplace?
• How can the development of a portfolio encourage self-reflection?

Communication

• Why is it important to keep the career portfolio up to date?
• Why is a portfolio never finished?

Leadership

• How does a career portfolio help develop one’s career?
• What technology is available to create and maintain an electronic career portfolio?

Management

• What skills are required to develop a professional career portfolio?
• What professional resources are available to help develop a career portfolio?

National Standards for Family and Consumer Sciences Education

11.1.5
Create an employment portfolio to communicate housing and interior design careers knowledge and skills.

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills
Investigating Influences on Interior Design

Task Number 47

Identify physical and psychological needs related to interior environments.

Definition

Identification should include Maslow’s hierarchy of needs, as follows:

- Physical needs (i.e., shelter, food, water, rest, and safety) satisfied by interior environments, together with corresponding design/construction elements that address these needs
- Psychological needs (i.e., security, love and acceptance, esteem, and self-actualization) satisfied by interior environments, together with corresponding design/construction elements that address these needs

Process/Skill Questions

Thinking

- Which interior design and construction elements are directly involved with satisfying the physical needs of people?
- Which interior design and construction elements are directly involved with satisfying the psychological needs of people?

Communication
• How can physical needs and the ways design and construction elements satisfy them be communicated?
• How can psychological needs and the ways design and construction elements satisfy them be communicated?

Leadership

• What skills must a leader have to satisfy physical and psychological needs through interior design?
• What are some potential consequences of failing to satisfy needs through interior design?

Management

• What resources help satisfy physical and psychological needs through interior design?
• What steps can a professional take to design interiors that satisfy such needs?

National Standards for Family and Consumer Sciences Education

11.2.2
Analyze the psychological impact that the principles and elements of design have on the individual.

11.2.3
Analyze the effects that the principles and elements of design have on aesthetics and function.

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Power of One: A Better You

Power of One: Working on Working

FCCLA: STAR Events (2019)

Career Investigation

Check the national FCCLA portal.

Interior Design

Professional Presentation

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Task Number 48
Identify architectural styles.

Definition

Identification may include

- definitions and descriptions of major architectural styles of residential and commercial structures (e.g., international, post-modern, contemporary, southern colonial, French manor, Pennsylvania Dutch colonial, split level, Cape Cod, Victorian, Federal)
- the relationship of the various styles to different geographic areas
- ways that vernacular and historic styles satisfied physical and psychological needs, aesthetic desires, and the values and beliefs of different cultural groups.

Process/Skill Questions

Thinking

- How did prosperity relate to architectural and other design styles in various periods?
- How did mass production relate to architectural and other design styles in various periods?
- How does the past influence architectural and other design styles today?

Communication

- What questions help clarify the influence of history on architectural and other design styles?
- In what way does the use of communication contribute to an understanding of past architectural and other design?

Leadership

- How does one plan the use of different architectural styles?
- What can be done to inspire a clear understanding of the influence of history on design?

Management

- How can future choices be guided by understanding architectural and other design styles of the past?
- What are the consequences of considering the past in making architectural choices?

National Standards for Family and Consumer Sciences Education

11.5
Analyze design and development of architecture, interiors, and furnishings through the ages.

FCCLA National Programs

Power of One: A Better You

Power of One: Working on Working
Task Number 49

Determine how environmental sustainability and ecological issues affect interior design.

Definition

Determination includes

- summarizing current environmental sustainability and ecological issues, such as those pertaining to air quality, water quality, soil and forest preservation, and energy conservation
- explaining how each of these issues affects the design of interior spaces, including current trends in the use of green-built design, sustainable design, and environmentally-friendly interior materials
- describing sustainable certifications such as the USGBC’s Leadership in Energy and Environmental Design (LEED), the U.S. Environmental Protection Agency’s EnergyStar, the International WELL Building Institute’s WELL Building Standard, and Southface’s EarthCraft, and their relationship to the interior design industry.

Process/Skill Questions

Thinking

- What are current environmental issues?
- How do these issues affect the design of interior spaces?
- What legal and ethical concerns related to the environment are associated with designing interior spaces?

Communication

- How can a professional communicate environmental concerns to a client?
- What strategies can help a designer encourage a client to incorporate environmentally-friendly designs and materials, even though doing so may cause higher costs?

Leadership

- How does an interior design professional educate a client about the influence of environmental issues on interior design decisions?
Management

- How do interior design professionals incorporate environmentally-friendly interior materials into a design project?
- What management procedures are required to ensure use of environmentally-friendly interior materials in a design project?

National Standards for Family and Consumer Sciences Education

11.9
Develop a global view to weigh design decisions with the parameters of sustainability, socioeconomic, and cultural contexts within the housing, interior design, and furnishings industries.

FCCLA National Programs

Power of One: A Better You

Power of One: Working on Working

FCCLA: STAR Events (2019)

Check the national FCCLA portal.

Interior Design

Professional Presentation

Task Number 50

Examine governmental health, safety, and welfare regulations related to interior design.

Definition

Examination should include

- governmental regulations regarding building design and construction as expressed in the International Building Code (IBC); the Americans with Disabilities Act (ADA) Standards for Accessible Design; other federal, state, and local codes, such as fire codes; title acts and practice acts; American National Standards Institute (ANSI); building and occupancy permits; inspection requirements; and occupancy restrictions
- practices of local builders in response to these regulations.

Process/Skill Questions
Thinking

- Why do regulations exist?
- What are the local, state, and federal regulations for interior spaces?
- Where do regulations overlap? How do they agree? How do they differ?

Communication

- How can an interior design professional communicate the need to comply with government regulations?
- How might social, cultural, or ethnic differences in the client population influence communication?

Leadership

- How can professionals ensure compliance with government regulations for interior spaces?
- How can professionals recognize disregard for regulations?

Management

- What resources are available for identifying the roles of various agencies in the regulation of interior design?
- What strategies might be effective in assuring compliance with government regulations?
- What is the local procedure for reporting suspected disregard for regulations? Who are the designated authorities?

National Standards for Family and Consumer Sciences Education

11.8.1
Examine legislation, regulations, and public policy that affect residential and commercial interior design as well as the housing and furnishings industries.

FCCLA National Programs

Power of One: A Better You

Power of One: Working on Working

FCCLA: STAR Events (2019)

Career Investigation

Check the national FCCLA portal.

Interior Design

Professional Presentation

Public Policy Advocate
Task Number 51

Assess the effect of technology on interior environment decisions.

Definition

Assessment may include

- explanations of recent technological innovations and/or improvements in interior design features, such as
  - smart-building technologies (e.g., programmable outlets, lights, climate control, Internet of Things [IoT])
  - materials and finishes
- the prevalence of innovative building technologies.

Process/Skill Questions

Thinking

- How have recent technological innovations affected building interiors with regard to maintenance, longevity, convenience, efficiency, environmental friendliness, and cost?
- What has been the effect of innovations related to interior environments?

Communication

- What criteria should be used to decide how to provide recent technological innovations in interior environments?
- How can an interior design professional communicate information about recent innovations to a client?

Leadership

- How can an interior design professional keep up with the latest trends in technology that affect interior environments?
- How can an interior design professional ensure that recent technological innovations are used in a project?

Management

- How do professionals stay current with technological skills?
- What are the steps to incorporating technological innovations?
- What are the consequences of ignoring technological innovations?

National Standards for Family and Consumer Sciences Education

11.5.5

Predict future design and development trends in architecture, interiors, and furnishings.
FCCLA National Programs

Power of One: A Better You

Power of One: Working on Working

FCCLA: STAR Events (2019)

Career Investigation

Check the national [FCCLA portal](#).

Interior Design

Professional Presentation

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**Task Number 52**

**Describe features of universal design.**

**Definition**

Description includes

- definition of *universal design*
- examination of how the concept of universal design differs from ADA regulations
- explanation of how universal design principles apply to structural and nonstructural interior features (e.g., activity zones, traffic patterns, bubble and block diagrams, furniture arrangement, optimizing space, public and private zones)
- compilation of popular structural and nonstructural universal-design features (e.g., no-step entrances, wider doorways, nonslip floors, pull-out shelves, easy-to-grasp handles, special lighting) that make interior spaces easier for everyone to use while particularly benefiting those with special needs
- an explanation of the contribution of universal design to the aging-in-place concept.

**Process/Skill Questions**

**Thinking**

- What universal design features are commonly incorporated into interiors today?
- How do universal design features lead to increased safety and convenience for people with special needs? For people without special needs?
- What universal design features are particularly important to the aging-in-place concept?

**Communication**
• What criteria should be used to determine client expectations regarding universal design features in a project?
• How can one educate clients about the benefits of incorporating universal design features?

Leadership

• How does an interior design professional go about incorporating universal design features into an interior design?
• How can interior design professionals encourage the use of universal design features in the community?

Management

• What resources are available for determining the desirability of incorporating universal design features in a particular project?
• What strategies will help determine which universal design features to incorporate into a project?

National Standards for Family and Consumer Sciences Education

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

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Power of One: A Better You

Power of One: Working on Working

FCCLA: STAR Events (2019)

Career Investigation

Check the national FCCLA portal.

Interior Design

Professional Presentation

Public Policy Advocate
Task Number 53

Describe ergonomics, anthropometrics, and human comfort theories.

Definition

Description should include the following:

- User interface
- Ergonomic design
- Anthropometric design
- Universal design
- Types of kitchen layouts
- Role of the kitchen triangle
- Bath and kitchen design requirements set by the ADA
- Kitchen design best practices set forth by the NKBA

Process/Skill Questions

Thinking

- How can ergonomic, anthropometric, and universal design help to reduce the number of accidents and solve health issues related to human comfort and safety?
- How are anthropometric designs used to reduce musculoskeletal disorders?
- Why is it important for interior designers to understand ergonomics, anthropometrics, and human comfort?

Communication

- How can a professional determine a client’s expectations of an ergonomic or anthropometric design?
- How do aspects of the ADA guidelines relate to universal design?
- What is the role of the kitchen triangle as it relates to human comfort and efficiency?

Leadership

- How can leaders in the interior design industry encourage the use of ergonomic and anthropometric design features?
- How do the dimensions of the adult human body influence the outcome of a specific design project?
- Why is it important for interior designers to know ADA guidelines?

Management

- What resources are available for determining ergonomic and anthropometric design for the home or workplace?
- What are the requirements for certification as a kitchen and bath designer?
• How can ergonomic and anthropometric design elements be incorporated into a design to promote human comfort?

National Standards for Family and Consumer Sciences Education

11.2.4
Apply principles of human behavior, ergonomics, and anthropometrics to design of housing, interiors, and furnishings.

FCCLA National Programs

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Career Connection: My Path
Career Connection: My Skills
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Career Investigation
Check the national FCCLA portal.

Interior Design

Professional Presentation

Task Number 54

Analyze trends that affect building and interior design decisions.

Definition

Analysis includes

• compilation of trends affecting building and interior environment designs (e.g., changes in household size, changes in household composition, aging of the population, increasing accommodation of persons with disabilities, increasing costliness of housing, changing roles of family members, increasing mobility of the working population, shifting economics)
description of the effect of each trend on the construction and renovation of buildings and interior design.

**Process/Skill Questions**

**Thinking**

- How have American societal trends influenced interior design features in recent years?
- What are some consequences of not considering societal trends when making interior design decisions?
- How do professionals consider societal trends when making interior design decisions?

**Communication**

- How can a professional determine a client's expectations of a design with regard to the influence of societal trends?
- How can an interior design professional communicate to a client the benefits of considering societal trends in interior design?

**Leadership**

- What do leaders need to know about the effect of societal trends on interior design decisions?
- How do project leaders incorporate societal trends into a design project?

**Management**

- What resources are available for determining societal trends that affect interior environment decisions?
- What strategies help professionals decide which societal trends to incorporate into a particular project?

**National Standards for Family and Consumer Sciences Education**

**11.5.5**
Predict future design and development trends in architecture, interiors, and furnishings.

**FCCLA National Programs**

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**Career Connection: My Path**

**Career Connection: My Skills**

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Career Investigation

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Interior Design

Professional Presentation

____________________________________________________________________________________

Understanding Construction Practices

____________________________________________________________________________________

Task Number 55

Interpret technical documents and their components.

Definition

Interpretation should include

- symbols used for structural, electrical, plumbing, and mechanical components
- architectural lines
- renderings
- floor plans
- reflected ceiling plans
- wall elevations
- three-dimensional drawings
- specifications
- legends and schedules.

Process/Skill Questions

Thinking

- What are common symbols for structural elements, electrical components, plumbing components, and mechanical components?
- Which elements are included in a floor plan and in a wall elevation?
- What are the potential consequences if symbols and components of drawings are not standardized?

Communication

- Why is it imperative to know and use standard architectural lines?
• How can individuals effectively articulate design ideas and processes to architects and clients with 100 percent accuracy?
• What skill set must individuals acquire to demonstrate effective communication with architects, contractors, and clients?

Leadership

• What leadership qualities are required to ensure use of industry-standard technical drawings?
• How can individuals ensure that industry-standard technical drawings are used consistently?

Management

• What training and resources should individuals possess when interpreting technical drawings?
• What training and resources are required to make industry-standard technical drawings?
• How can individuals develop management strategies to encourage the use of industry-standard technical drawings?

National Standards for Family and Consumer Sciences Education

11.4.1
Interpret information provided on design, construction, and other industry-related interior design documents.

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Interior Design

Professional Presentation
Task Number 56

Identify the basic structural components of a building.

Definition

Identification should include footings and foundations, floors, walls, ceilings, windows, doors, and roofs for both conventionally built and manufactured or systems-built structures.

Process/Skill Questions

Thinking

- What are the basic structural components of conventionally built structures?
- What are the basic structural components of manufactured or systems-built structures?
- What criteria should be used to evaluate the basic structural components of a building?

Communication

- What communication skills must individuals have to understand and assess the basic structural components of a building?
- How can an interior designer communicate the interior design limitations/restrictions with regard to the basic structural components of a building?

Leadership

- What leadership qualities are required to implement interior designs that conform to the structural components of a building?
- How can individuals ensure that all basic structural components are included in design projects or presentations?

Management

- What training and resources must individuals have to ensure that interior designs conform to local requirements for the basic structural components of a building?
- How can individuals determine the local requirements for footings and foundations or for the framing of floors, walls, and roofs?
- What strategies are required to create interior designs in accordance with the basic structural components of a building?

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Interior Design

Professional Presentation

Understanding Materials Used in Interior Design

Task Number 57

Identify construction materials used in interior spaces.

Definition

Identification may include comparative descriptions of common construction materials used for flooring, walls, ceilings, millwork, doors, lighting, textiles, and windows.

Process/Skill Questions

Thinking

- What are the characteristics of common construction materials used for flooring, walls, ceilings, doors, and windows?
- What are the goals for the use of each of these materials in an interior design project?
- How can a professional evaluate materials with respect to environmental friendliness?

Communication

- What communication skills must individuals have to understand and apply information about the construction materials to be used in an interior design project?
- How can individuals communicate to a client the features, advantages, and disadvantages of various construction materials to be used in an interior design project or presentation?

Leadership

- What leadership skills must individuals have to recommend durable interior construction materials that satisfy a client's goals?
- How can individuals evaluate materials guidelines to determine their effectiveness in guiding appropriate decisions about interior construction materials for a project or presentation?

Management
What training and resources are needed to select appropriate interior construction materials in a design project?

How can a professional address a client’s need for interior construction materials in view of the degree of integrity of the material?

National Standards for Family and Consumer Sciences Education

11.3.1
Analyze product information, including but not limited to floor coverings, wall coverings, textiles, window treatments, furniture, lighting fixtures, kitchen and bath fixtures and equipment.

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Interior Design

Interpersonal Communications

Professional Presentation

Task Number 58

Evaluate the properties, function, and care of materials used in interiors.

Definition

Evaluation should include

- appropriateness of each material for specific uses
- sustainability of each material
- maintenance processes required for each material
- applicable laws and codes addressing material safety (e.g., fire codes).

Process/Skill Questions

Thinking
• What strategies can be used to determine the best material for a specific use?
• Why are there laws regarding materials and their use in the interior design industry? What two federal laws govern this?
• How might design problems be solved by using materials in innovative ways?

Communication

• What communication skills help convey information about materials to be used in an interior design project?
• How can interior design professionals evaluate a client’s requests in determining quality materials to justify design solutions?
• How can interior design professionals communicate to a client the features, advantages, and disadvantages of various materials to be used in an interior design project?

Leadership

• What leadership skills must interior design professionals have to implement inclusion of materials that satisfy a client's wishes/requirements and have maximum durability?
• How can individuals evaluate materials guidelines to determine their effectiveness in guiding appropriate decisions about materials used for a project or presentation?

Management

• What training and resources are required to implement inclusion of appropriate materials in a design project?
• How can individuals balance a client's requests about materials with knowledge of best practices in a design project?

National Standards for Family and Consumer Sciences Education

11.3.1
Analyze product information, including but not limited to floor coverings, wall coverings, textiles, window treatments, furniture, lighting fixtures, kitchen and bath fixtures and equipment.

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Interior Design

Interpersonal Communications
Task Number 59

Demonstrate uses of materials in interior design.

Definition

Demonstration may include creating a presentation with annotations about the uses of the various materials included.

Process/Skill Questions

Thinking

- What should be the goals when demonstrating the use of materials in interior design?
- What criteria should individuals consider in selecting materials for a sample board?
- What is the meaning of the word representative? How can interior design professionals be sure the materials they include are truly representative?

Communication

- What communication skills must individuals have to demonstrate use of materials in the interior design industry?
- What questions should interior design professionals ask to make sure the annotations are correct, cogent, and concise?
- What consequences may result from poor communication when choosing materials in interior design?

Leadership

- What leadership skills help determine use of materials in interior design?
- How can interior design professionals ensure that use of materials is appropriate?

Management

- What resources help professionals appropriately use interior design materials?
- What is the purpose of including actual samples of or photographs of materials?
- How can the content in a visual presentation illustrate designs under development?

FCCLA National Programs

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Power of One: Working on Working
Understanding Furniture and Cabinetry Design

Task Number 60

Identify styles of furniture.

Definition

Identification should include, but not be limited to, the defining characteristics of major historical furniture styles and periods.

Process/Skill Questions

Thinking

- What are the major furniture styles and periods from the seventeenth century to the present? What are the defining characteristics of each style?
- How did technology relate to furniture styles in the various periods?
- How does the past influence the furniture design of today?

Communication

- How does history affect furniture styles?
- How does communication contribute to an understanding of past furniture styles?

Leadership

- How does one set goals in planning the use of different furniture styles?
- What can be done to inspire a clear understanding of the impact of history on furniture design?

Management

- How can future choices be guided by understanding furniture design styles of the past?
• What consequences may result from not considering furniture design styles of the past when making furniture design choices?

**National Standards for Family and Consumer Sciences Education**

11.5.1
Describe features of furnishings that are characteristic of various historical periods.

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**Interior Design**

**Professional Presentation**

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**Task Number 61**

**Identify types of furniture.**

**Definition**

Identification should include the nomenclature used for, and the shapes and other characteristics of, common types of furniture (e.g., sofa, divan, couch, settee, hutch, armoire, wing chair, club chair, slipper chair, fauteuil, chaise, sideboard, commode).

**Process/Skill Questions**

**Thinking**

• What aesthetic role does each type of furniture play in an interior design plan?
• What are the uses of the common types of furniture? How does each type serve its use?

**Communication**

• What are the shapes of common types of furniture?
• What questions should be asked to clarify understanding of the shapes?
• How does communication contribute to an understanding of the types of furniture?
Leadership

- Why might a professional designer use different types of furniture in an interior design plan?
- How does a designer ensure that the necessary functions of furniture in a design are fulfilled by each piece of furniture selected?

Management

- How can furniture choices be guided by an understanding of various types of furniture?
- What consequences may result from not understanding the types of furniture when making furniture design choices?

National Standards for Family and Consumer Sciences Education

11.5.1
Describe features of furnishings that are characteristic of various historical periods.

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Interior Design
Professional Presentation

Task Number 62

Identify types of cabinetry.

Definition

Identification should include the nomenclature used for, and the characteristics of types of, built-in cabinetry commonly found in kitchens, baths, offices, libraries, bars, storage areas, and other residential and commercial spaces.

Process/Skill Questions

Thinking
• What aesthetic role does each type of cabinetry play in an interior design plan?
• What are the uses of the most common types of cabinetry? How does each type serve its use?

Communication

• What questions should be asked to clarify understanding of the types of cabinetry?
• How does communication contribute to an understanding of the types of cabinetry?

Leadership

• Why might a professional use different types of cabinetry in an interior design plan?
• What can be done to ensure that the necessary functions of cabinetry in a design are fulfilled by each type selected?

Management

• How can choosing the best cabinetry for a design plan be guided by understanding types of cabinetry?
• What consequences may result from not understanding available types of cabinetry when making cabinetry design choices?

National Standards for Family and Consumer Sciences Education

11.5.1
Describe features of furnishings that are characteristic of various historical periods.

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Interior Design

Professional Presentation

Demonstrating Technical Skills
Task Number 63

Demonstrate measuring skills.

Definition

Demonstration should include

- using a ruler, tape measure, calculator, electronic measurement tools (e.g., laser) and architect’s scales
- double-checking all measurements and calculations to ensure accuracy
- using standard industry formulas to derive results that are within the specified tolerance.

Process/Skill Questions

Thinking

- What tasks in entry-level jobs within the interior design industry require measuring and calculating measurements?
- What are some common formulas used in these tasks?
- What consequences may result from not having the mathematics skills required for these tasks?

Communication

- What level of mathematics skill is required for advancement in the interior design industry?
- What are the minimum mathematics requirements needed before entering the interior design profession?

Leadership

- How can an individual acquire the mathematics skills needed for employment?
- What values and beliefs affect an individual’s acquisition of mathematics skills?

Management

- What resources are available to improve mathematics skills?
- What criteria should be used to evaluate on-the-job mathematics skills?
- How can the level of mathematics skill affect individual goals?

National Standards for Family and Consumer Sciences Education

11.3.3
Demonstrate measuring, estimating, ordering, purchasing, pricing, and repurposing skills.

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Task Number 64

Compute areas and volumes commonly required in interior spaces.

Definition

Computation should include working with given or self-made measurements and standard formulas to calculate

- square footages
- cubic volumes
- areas of circles
- areas of triangles
- areas of direct illumination.

Process/Skill Questions

Thinking

- Which tasks in interior design require the determination of areas and volumes?
- What are the formulas used to determine square footage, cubic volume, and the area of a circle?
- Why must calculations be made with 100-percent accuracy?

Communication

- What level of mathematics skill is required for advancement in the interior design industry?
- What are the minimum mathematics requirements needed before entering the interior design profession?

Leadership

- How can individuals acquire the mathematics skills needed for employment?
- What values and beliefs affect an individual’s acquisition of mathematics skills?

Management

- What resources are available to aide in the improvement of mathematics skills?
- How does one acquire mathematics skills while on the job?

National Standards for Family and Consumer Sciences Education

11.3.3
Demonstrate measuring, estimating, ordering, purchasing, pricing, and repurposing skills.

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**Interior Design**

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**Task Number 65**

**Develop a schematic drawing.**

**Definition**

Development of a schematic drawing includes such components as

- floor plan
- furniture
- cabinetry
- window treatments.

**Process/Skill Questions**

**Thinking**

- Why is the ability to sketch and develop schematics essential in the interior design profession?
- What is the benefit of schematics to an interior designer?
- How are decisions made in selecting which scale to use when developing a schematic?

**Communication**

- What skills must individuals have to sketch a schematic?
- What questions should interior designers ask to clarify the meaning of ideas contained in a schematic?
- How do individuals ensure that the design goals are communicated through schematics?

**Leadership**

- What leadership skills must individuals have to represent design components in a schematic?
- How can individuals draft a useful schematic that can justify advised design plans to clients?
Management

- What training and resources must individuals have to develop schematics, using sketching?
- How can individuals improve sketching skills?
- How can the criteria for a schematic help determine the final design?

National Standards for Family and Consumer Sciences Education

11.4.3
Draft an interior space to scale using architecture symbols.

11.7.2
Prepare sketches, elevations, perspectives, and renderings using appropriate media.

11.7.6
Create floor plans using architectural drafting skills and computer aided design software.

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Interior Design

Task Number 66

Produce a floor plan of a furnished space to scale.

Definition

Production may include using

- appropriate media and studio tools
- standard door, window, mechanical, and electrical symbols
- section views
- furniture templates or symbols placed to allow minimum-recommended clearances
- computer-aided design (CAD) program.

Process/Skill Questions
Thinking

- What are the standard symbols used on drawings?
- What are the average clearances recommended around furniture pieces?
- How do individuals decide which pieces of furniture to place first?

Communication

- What skills in design (e.g., three-dimensional) must individuals have to draw a scale representation of a furnished space?
- What questions should be asked to clarify the meaning of ideas contained in a drawing?
- How can individuals ensure that design goals are communicated through a drawing?

Leadership

- How can interior design professionals represent a furnished space in a drawing?
- How can individuals draft a useful drawing that can justify advised design plans to clients?

Management

- What training and resources must individuals have to draw a scale representation of a furnished space?
- How can CAD skills be increased?
- How can the criteria developed for a scale representation of a furnished space determine the final design developed?

National Standards for Family and Consumer Sciences Education

11.4.3
Draft an interior space to scale using architecture symbols.

11.4.4
Arrange furniture placement with reference to principles of design, traffic flow, activity, and existing architectural features.

11.7.6
Create floor plans using architectural drafting skills and computer aided design software.

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Interior Design
Task Number 67

Produce a wall elevation to scale.

Definition

Production may include using

- appropriate media and studio tools
- standard door, window, mechanical, and electrical symbols
- section views
- furniture templates or symbols placed to allow at least the minimum-recommended clearances
- CAD program.

Process/Skill Questions

Thinking

- What are standard symbols used on drawings?
- What are the differences between a section view and a detail view?

Communication

- What questions should be asked to clarify the meaning of ideas contained in a drawing?
- How do individuals ensure that design goals are communicated through drawings?

Leadership

- What leadership skills must individuals have to represent a wall in a drawing with complete accuracy?
- How can individuals draft a useful drawing that can justify advised design plans to clients?

Management

- What training and resources must individuals have to draw a wall elevation?
- How can CAD skills be increased?
- How can the criteria developed for a wall elevation determine the final design?

National Standards for Family and Consumer Sciences Education

11.7.2
Prepare sketches, elevations, perspectives, and renderings using appropriate media.

FCCLA National Programs

Career Connection: My Skills
Task Number 68

Construct textile products used in interiors.

Definition

Construction of textile products (e.g., window treatments, slipcovers, bedding and other linens, accessories [pillows, wall hangings, rugs]), should include

- identifying and using sewing tools and equipment
- making measurements
- using patterns
- applying basic stitching techniques
- identifying and applying safety practices regarding equipment use.

Process/Skill Questions

Thinking

- What would be the consequences of making inaccurate or inadequate measurements for constructing a textile product?
- How can patterns be used to construct interior design textile products? Are patterns essential?
- What safety practices are essential to know and observe when using sewing equipment?

Communication

- What communication skills assist with constructing textile products used in interiors?
- What questions will help clarify the necessary steps in the process of constructing interior textile products?

Leadership

- What leadership skills assist with constructing textile products used in interiors?
- How can a professional ensure quality in constructing textile products?
Management

- How can sewing skills be most efficiently increased?
- How can the criteria developed for a textile product determine the final design of the product?

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Interior Design

Interpreting the Elements and Principles of Design

Task Number 69

Interpret the elements of design (space, line, form/shape, texture, and color).

Definition

Interpretation may include

- defining and describing each element
- determining the role each element plays with regard to aesthetics and function
- determining the psychological effect that the elements may have on the individual
- evaluating a given interior space in terms of each element
- applying each element in a design.

Process/Skill Questions

Thinking
• What are the elements of design?
• What psychological effect might each element of design have on an individual?
• Why is it important to understand and make good use of the elements of design?

Communication

• How can interior design professionals apply the elements of design?
• How can one get helpful input from a client when determining the application of design elements in a project?

Leadership

• What leadership skills assist when incorporating the elements of design in a project while satisfying the wishes and/or requirements of clients, architects, and contractors?
• How can an interior design professional evaluate guidelines to determine the effectiveness of applying a particular element of design in a project?

Management

• What training and resources assist when applying the elements of design in a project?
• How can a professional balance a client's wishes with the necessity of applying the elements of design to the project?

National Standards for Family and Consumer Sciences Education

11.2.1
Evaluate the use of elements and principles of design in housing and commercial and residential interiors.

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Interior Design

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Task Number 70
Interpret the principles of design (e.g., unity, balance, rhythm, emphasis, contrast, scale and proportion).

Definition

Interpretation may include

- describing each principle
- determining the role each principle plays with regard to aesthetics and function
- determining the psychological effects of the principles
- evaluating an interior space in terms of each principle
- applying each principle in a design.

Process/Skill Questions

Thinking

- How is each principle used in the creation of an interior design?
- Why is it important to understand and make good use of the principles of design?
- What are the consequences of failing to understand and make good use of the principles of design in a project?

Communication

- What role does communication play when applying the principles of design in a project?
- How can a designer get helpful input from a client when determining how to use a principle of design?
- How can the interior design professional best communicate to a client the ways the principles of design have been applied in a project?

Leadership

- How do professionals incorporate the principles of design in a project while satisfying the wishes and/or requirements of clients, architects, and contractors?
- How can professionals evaluate guidelines when applying the principles of design to a project?

Management

- What training and resources assist when applying the principles of design in a project?
- How can an interior design professional manage a client's wishes while applying the principles of design to the project?

National Standards for Family and Consumer Sciences Education

11.2.1
Evaluate the use of elements and principles of design in housing and commercial and residential interiors.

FCCLA National Programs
Task Number 71

Describe the principles of color theory.

Definition

Description should include

- properties of color
- color wheel
- the effect of light on color
- psychology of color
- color combinations/schemes
- the difference between additive color (light) and subtractive color (pigments).

Process/Skill Questions

Thinking

- How does the color wheel inform color decisions in a design project?
- Why is it important to have a color scheme? How is a color scheme created?
- How do color trends happen? Who forecasts color trends?

Communication

- What communication skills assist in applying the principles of color theory?
- How can an interior design professional get helpful input from a client when determining how to use color in a project?
- How can a professional best communicate to a client the ways the principles of color theory have been applied in a project?

Leadership
• How do professionals incorporate the principles of color theory in a project while satisfying the requirements of a client?
• How can professionals evaluate guidelines to determine the effectiveness of applying color theory to a project?

Management

• What training and resources assist when applying the principles of color theory in a project?
• How can a professional manage a client's wishes about color while effectively applying the principles of color theory to the project?

National Standards for Family and Consumer Sciences Education

11.2.1 Evaluate the use of elements and principles of design in housing and commercial and residential interiors.

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Interior Design

Developing a Design

Task Number 72

Determine the scope of a simulated project.

Definition

Determination of the scope (also called programming) should include
• researching client needs, preferences, and goals (e.g., ascertaining client attitudes, brand image)
• differentiating client needs and preferences
• identifying the processes that can be used to pinpoint the client’s goals, preferences, and needs
• identifying adjacencies (proximities of various spaces based on the client’s needs/preferences)
• using evidence-based design
• researching the scope of the project
• summarizing ideas in writing for client approval (e.g., complete industry standard matrices to identify the client’s expressed criteria and the designer’s analysis of the needs of the design project).

Process/Skill Questions

Thinking
• What defines a need of a client? How do needs differ from preferences or wants?
• Why must an interior designer prioritize client needs?
• How can a proposed design plan meet a client's needs?

Communication
• What information must a designer get from a client to assess project requirements?
• How can client needs be distinguished from wants?
• How can a professional communicate to the client how the design will meet identified goals, preferences, and needs?

Leadership
• How can professionals succeed in creating designs that fully meet the needs of a client?
• If a client confuses wants with needs or if identified needs conflict with wants, how can an interior design professional help the client resolve the problem?
• How can a professional be certain that a design meets the needs of the client?

Management
• What steps must be taken to determine and document a client’s goals, preferences, and needs?
• What resources assist with determining goals, preferences, and needs?
• How can a professional confirm that a client's goals, preferences, and needs have been determined and documented accurately and completely?

National Standards for Family and Consumer Sciences Education

11.6
Evaluate client's needs, goals, and resources in creating design plans for housing and residential and commercial interiors.

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Interior Design

Task Number 73

Research products and design solutions to satisfy a hypothetical client’s needs, preferences, and goals.

Definition

Research should include

- using resources to identify and select suitable products, such as
  - interior finish materials
  - lighting
  - plumbing fixtures
  - textiles for various treatments
  - furniture, fixtures, and equipment (FF&E)
  - cabinetry
  - accessories
- identifying and selecting suitable design solutions to specific problems
- documenting how the selected products and design solutions will satisfy the client’s needs, preferences, and goals.

Process/Skill Questions

Thinking

- How do professionals determine the need to research product or design information to satisfy a client’s preferences and needs?
- How can professionals research product information to satisfy a client’s preferences and needs?
- What other design information might assist in satisfying a client’s preferences and needs?

Communication

- How do professionals gather and evaluate product information to satisfy a client’s preferences and needs?
- How can interior design professionals communicate to a client how selected products will satisfy identified preferences and needs?
Leadership

- What leadership techniques assist with gathering product and/or design information pertinent to a design project?
- How can a leader take responsibility for evaluating the product and/or design information gathered?

Management

- What management skills are involved in a search for product and/or design information?
- What resources assist in the gathering and evaluation of product and/or design information?
- How can product and/or design information be organized, both for the current project and for use in future projects?

National Standards for Family and Consumer Sciences Education

11.6
Evaluate client's needs, goals, and resources in creating design plans for housing and residential and commercial interiors.

FCCLA National Programs

Career Connection: My Skills

Power of One: A Better You

Power of One: Working on Working

FCCLA: STAR Events (2019)

Check the national FCCLA portal.

Interior Design

Task Number 74

Design a space that meets a residential or commercial purpose.

Definition

Design should include

- evidence of space planning in relation to the purpose
- analysis of other design needs generated by the purpose
- drawings (e.g., floor plan, wall elevations) of the furnished space
• analysis of the floor plan for efficiency and safety with regard to universal design concepts, building codes, activity zones, and traffic patterns
• explanation of how the design aligns with the purpose of the space.

**Process/Skill Questions**

**Thinking**

- What are the standard color schemes? How are they defined by the principles of color theory?
- What are the advantages and disadvantages of applying a standard color scheme to a design plan?
- What factors influence the selection of a color scheme for a project?

**Communication**

- How do interior design professionals apply information about color to be used in an interior design project?
- How can interior design professionals communicate features, advantages, and disadvantages of various colors to be used in an interior design project?

**Leadership**

- How do interior design professionals implement a color scheme that satisfies a client’s wishes and holds up well over time?
- How can professionals evaluate how well color guidelines have been used to make decisions about a color scheme for a project?

**Management**

- What training and resources assist in the use of color theory in a design project?
- How can a professional manage a client’s wishes about color in relation to color theory in interior design?

**National Standards for Family and Consumer Sciences Education**

11.7
Apply design knowledge, skills, processes, and theories and oral, written, and visual presentation skills to communicate design ideas.

**FCCLA National Programs**

**Career Connection: My Skills**

**Power of One: A Better You**

**Power of One: Working on Working**

**FCCLA: STAR Events (2019)**
Task Number 75

Create a color scheme for a simulated project, using the principles of color theory.

Definition

Creation of a color scheme should include

- documenting the color scheme (e.g., through a sample board or presentation)
- explaining color choices and the ways the color scheme satisfies the scope of the project.

Process/Skill Questions

Thinking

- What are the advantages and disadvantages of applying a standard color scheme to a design plan?
- What factors influence the selection of a color scheme for a project?

Communication

- How do professionals apply information about color to be used in an interior design project?
- How do professionals communicate to a client the features, advantages, and disadvantages of the colors to be used in an interior design project?

Leadership

- How do professionals implement a color scheme that satisfies a client’s wishes and holds up well over time?
- How do professionals evaluate how well color guidelines have been used to make decisions about a color scheme for a project?

Management

- What training and resources assist when using the principles of color theory in a design project?
- How can a professional manage a client’s wishes about color in relation to the principles of color theory and their proper application in interior design?

National Standards for Family and Consumer Sciences Education

11.7.3
Prepare visual presentations including legends, keys, and schedules.
Task Number 76

Select interior finishes for a simulated project.

Definition

Selection should include

- floor coverings
- wall finishes
- ceilings
- wood finishes (e.g., millwork, cabinetry, surfaces).

Selection should be in accordance with the elements and principles of design and satisfy the scope of the project.

Process/Skill Questions

Thinking

- What are the characteristics of common interior finishing materials used for floor coverings, wall finishes, ceilings, cabinetry, and countertops?
- Why should the degree of environmental friendliness of these materials be considered?

Communication

- How do professionals apply information about the interior finishing materials to be used in an interior design project?
- How can a professional communicate to a client the features, advantages, and disadvantages of various interior finishing materials to be used in an interior design project?
Leadership

- How do professionals include interior finishing materials that satisfy a client’s wishes and hold up well over time?
- How can professionals evaluate how well materials guidelines have been used to guide decisions about interior finishing materials for a project?

Management

- What training and resources assist interior design professionals in including appropriate interior finishing materials in a design project?
- How can a professional manage a client's wishes about interior finishing materials while accounting for the degrees of integrity of the materials?

National Standards for Family and Consumer Sciences Education

11.3.1
Analyze product information, including but not limited to floor coverings, wall coverings, textiles, window treatments, furniture, lighting fixtures, kitchen and bath fixtures and equipment.

FCCLA National Programs

Career Connection: My Skills

Power of One: A Better You

Power of One: Working on Working

FCCLA: STAR Events (2019)

Check the national FCCLA portal.

Interior Design

Task Number 77

Demonstrate arrangement of furniture, fixtures, and equipment (FF&E) and accessories for a simulated project.

Definition

Demonstration may include

- selections to satisfy the scope of the project
- analysis of selections
• arranging furniture symbols or templates on the floor plan with consideration of
  o room and furniture use
  o architectural features
  o traffic patterns
  o recommended clearances
  o universal design concepts
  o building codes
• selecting lighting and plumbing fixtures to satisfy the scope of the project in accordance with the elements and principles of design, universal design concepts, and building codes
• compiling a list of all selected FF&E and accessories.

Process/Skill Questions

Thinking

• How do interior design professionals prioritize FF&E needs for a project, if budget restrictions prevent all items from being purchased at once?
• What are the common sources of FF&E?
• When are the best times to shop for FF&E?

Communication

• What communication skills do professionals need when selecting and arranging FF&E?
• How can a professional designer communicate to a client the basis for selections? The reasons for arrangements?
• How can communication skills assist when purchasing FF&E?

Leadership

• How does an interior design professional select and arrange FF&E?
• How can professionals manage the effect of selections and arrangements on the work of architects and contractors involved in a project?
• What management skills are useful in reconciling differences with regard to FF&E selection and arrangement?

Management

• What resources help with the selection of FF&E?
• How does one decide where to shop for FF&E?
• What are the best sources of information about FF&E?

National Standards for Family and Consumer Sciences Education

11.4.4
Arrange furniture placement with reference to principles of design, traffic flow, activity, and existing architectural features.

FCCLA National Programs
Task Number 78

Create a presentation display for a hypothetical client’s approval.

Definition

Creation should include

- floor plans, wall elevations, and/or presentation drawings
- flooring samples
- paint and wall-covering samples
- ceiling-treatment samples
- textile samples
- furniture representations
- accessory representations
- a report summarizing the scope of the project and describing how the design will fulfill the client’s needs, goals, and preferences
- use of interior design terminology for communication, such as
  - punch lists
  - spec books
  - bubble diagrams
  - presentation techniques
  - rendering techniques
  - memo sample
  - cut for approval (CFA)
  - change orders
  - shop drawings.

Process/Skill Questions

Thinking

- What factors should be considered when selecting studio tools?
• What should be the standards when selecting design ideas for a visual presentation? For an oral or written report?
• Whose interests are served when choosing appropriate presentation media? What criteria should be considered in selecting appropriate media?

**Communication**

• What communication skills assist when delivering an oral report, a written report, or a visual presentation?
• What questions should be asked of the client to help clarify the presentation of ideas in oral reports?
• What are the consequences of poor communication skills when developing an oral report? When developing a written report? When developing a visual presentation?

**Leadership**

• What leadership skills assist in the presentation of an oral report?
• How does one ensure that design goals are communicated through the report or presentation?
• What should an interior design professional do in reference to expressing personal opinions through a visual presentation?

**Management**

• What resources must assist when preparing oral and written reports and visual presentations? What resources might help when selecting appropriate media for a visual presentation?
• How can the criteria developed for a visual presentation determine the final design being developed?

**National Standards for Family and Consumer Sciences Education**

11.7 Apply design knowledge, skills, processes, and theories and oral, written, and visual presentation skills to communicate design ideas.

**FCCLA National Programs**

**Career Connection: My Skills**

**Power of One: A Better You**

**Power of One: Working on Working**

**FCCLA: STAR Events (2019)**

Check the national [FCCLA portal](#).
Task Number 79

Present a design and products that satisfy a hypothetical client’s needs, preferences, and goals.

Definition

Presentation should include

- oral explanations of the items, including how they meet the client’s stated preferences and needs
- responses to and documentation of the client’s comments and questions
- demonstration of an openness to design changes that the client may express during the presentation.

Process/Skill Questions

Thinking

- What information is needed to present a design plan that satisfies a client's goals, preferences, needs, and resources?
- What should be the standards for presenting a design plan that meets a client's goals, preferences, needs, and resources?
- What alternatives might a professional suggest for the client?

Communication

- What communication skills are necessary when presenting a design plan to a client?
- What questions must be asked to clarify/verify a client's goals, preferences, needs, or resources?
- What are the consequences of presenting a design plan without input from the client?

Leadership

- What leadership skills assist when presenting a design plan that satisfies a client's goals, preferences, needs, and resources?
- How does a professional know that he/she is responding to a client's goals, preferences, needs, and resources when presenting a design plan?
- If the client wants a change in the design with which a professional disagrees, how can that professional decide whether it is appropriate to try to change the client’s mind? How might an interior design professional handle this situation?

Management

- What steps must be taken to present a design plan that satisfies the client's goals, preferences, needs, and resources?
- What resources must be used when presenting a design plan?
- How can professionals manage disappointment and frustration with the outcome of a presentation to a client?

National Standards for Family and Consumer Sciences Education
Evaluate client's needs, goals, and resources in creating design plans for housing and residential and commercial interiors.

Apply design knowledge, skills, processes, and theories and oral, written, and visual presentation skills to communicate design ideas.

**FCCLA National Programs**

**Career Connection: My Skills**

**Power of One: A Better You**

**Power of One: Working on Working**

**FCCLA: STAR Events (2019)**

**Career Investigation**

Check the national [FCCLA portal](http://www.fccla.org).

**Event Management**

**Interior Design**

**Interpersonal Communications**

**Professional Presentation**

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**SOL Correlation by Task**

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
<th>English</th>
<th>History and Social Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>39</td>
<td>Analyze the meaning of work and the meaning of family.</td>
<td>10.5, 11.5, 12.5</td>
<td>GOVT.1, WHII.8</td>
</tr>
<tr>
<td>40</td>
<td>Compare how families affect work life and how work life affects families.</td>
<td>10.5, 11.5, 12.5</td>
<td>GOVT.1, WHII.8</td>
</tr>
<tr>
<td>41</td>
<td>Identify management strategies for balancing work and family roles.</td>
<td>10.5, 11.5, 12.5</td>
<td>GOVT.1, WHII.8</td>
</tr>
<tr>
<td>42</td>
<td>Research careers in the interior design profession.</td>
<td>10.8, 11.8, 12.8</td>
<td></td>
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<tr>
<td>43</td>
<td>Identify professional interior design organizations.</td>
<td>10.8, 11.8, 12.8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Task Description</td>
<td>Relevant Subjects</td>
<td></td>
</tr>
<tr>
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<td>-----------------------------------------------------------------------------------</td>
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<tr>
<td>44</td>
<td>Describe ways that design professionals collaborate.</td>
<td>English: 10.8, 11.8, 12.8</td>
<td></td>
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<tr>
<td>46</td>
<td>Develop a professional portfolio.</td>
<td>English: 10.5, 10.6, 10.8, 11.5, 11.6, 11.8</td>
<td></td>
</tr>
<tr>
<td>47</td>
<td>Identify physical and psychological needs related to interior environments.</td>
<td>English: 10.3, 10.5, 11.3, 11.5, 12.3, 12.5</td>
<td></td>
</tr>
<tr>
<td>48</td>
<td>Identify architectural styles.</td>
<td>History and Social Science: WHI.3, WHI.4, WHI.5, WHI.6, WHI.8, WHI.9, WHI.10, WHI.11, WHI.12, WHI.13, WHI.14, WHI.15, WHII.2, WHII.4, WHII.8</td>
<td></td>
</tr>
<tr>
<td>49</td>
<td>Determine how environmental sustainability and ecological issues affect interior design.</td>
<td>English: 10.5, 11.5, 12.5</td>
<td></td>
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<tr>
<td>50</td>
<td>Examine governmental health, safety, and welfare regulations related to interior design.</td>
<td>History and Social Science: VUS.13, VUS.14</td>
<td></td>
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<tr>
<td>51</td>
<td>Assess the effect of technology on interior environment decisions.</td>
<td>English: 10.5, 11.5, 12.5</td>
<td></td>
</tr>
<tr>
<td>52</td>
<td>Describe features of universal design.</td>
<td>English: 10.3, 10.5, 11.3, 11.5, 12.3, 12.5</td>
<td></td>
</tr>
<tr>
<td>53</td>
<td>Describe ergonomics, anthropometrics, and human comfort theories.</td>
<td>English: 10.5, 11.5, 12.5</td>
<td></td>
</tr>
<tr>
<td>54</td>
<td>Analyze trends that affect building and interior design decisions.</td>
<td>English: 10.5, 11.5, 12.5</td>
<td></td>
</tr>
<tr>
<td>55</td>
<td>Interpret technical documents and their components.</td>
<td>English: 10.5, 11.5</td>
<td></td>
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<td></td>
<td></td>
<td>Mathematics: G.3</td>
<td></td>
</tr>
<tr>
<td>56</td>
<td>Identify the basic structural components of a building.</td>
<td>English: 10.5, 11.5</td>
<td></td>
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<tr>
<td>57</td>
<td>Identify construction materials used in interior spaces.</td>
<td>English: 10.5, 11.5</td>
<td></td>
</tr>
<tr>
<td>58</td>
<td>Evaluate the properties, function, and care of materials used in interiors.</td>
<td>English: 10.5, 11.5</td>
<td></td>
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<tr>
<td>59</td>
<td>Demonstrate uses of materials in interior design.</td>
<td>English: 10.5, 11.5</td>
<td></td>
</tr>
<tr>
<td>60</td>
<td>Identify styles of furniture.</td>
<td>English: 10.5, 11.5</td>
<td></td>
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<tr>
<td>61</td>
<td>Identify types of furniture.</td>
<td>English: 10.5, 11.5</td>
<td></td>
</tr>
<tr>
<td>62</td>
<td>Identify types of cabinetry.</td>
<td>English: 10.5, 11.5</td>
<td></td>
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<tr>
<td>63</td>
<td>Demonstrate measuring skills.</td>
<td>History and Social Science: WHI.5, WHI.6</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Mathematics: A.1, A.4, A.5</td>
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</tr>
<tr>
<td>64</td>
<td>Compute areas and volumes commonly required in interior spaces.</td>
<td>History and Social Science: WHI.5, WHI.6</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Mathematics: A.1, A.4, G.13, G.14</td>
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<tr>
<td>65</td>
<td>Develop a schematic drawing.</td>
<td>Mathematics: G.8, G.12, G.13, G.14</td>
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</tr>
<tr>
<td>66</td>
<td>Produce a floor plan of a furnished space to scale.</td>
<td>History and Social Science: WHI.5, WHI.6</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Mathematics: G.8</td>
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</tr>
<tr>
<td>67</td>
<td>Produce a wall elevation to scale.</td>
<td>History and Social Science: WHI.5, WHI.6</td>
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<tr>
<td></td>
<td></td>
<td>Mathematics: G.8</td>
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<tr>
<td><strong>68</strong></td>
<td>Construct textile products used in interiors.</td>
<td>English: 10.3, 10.5, 11.3, 11.5, 12.3, 12.5</td>
<td></td>
</tr>
<tr>
<td><strong>69</strong></td>
<td>Interpret the elements of design (space, line, form/shape, texture, and color).</td>
<td>English: 10.5, 12.5</td>
<td></td>
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<tr>
<td><strong>70</strong></td>
<td>Interpret the principles of design (e.g., unity, balance, rhythm, emphasis, contrast, scale and proportion).</td>
<td>English: 10.5, 12.5</td>
<td></td>
</tr>
<tr>
<td><strong>71</strong></td>
<td>Describe the principles of design (e.g., unity, balance, rhythm, emphasis, contrast, scale and proportion).</td>
<td>History and Social Science: WHI.11</td>
<td></td>
</tr>
<tr>
<td><strong>72</strong></td>
<td>Determine the scope of a simulated project.</td>
<td>English: 10.5, 11.5, 12.5</td>
<td></td>
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<tr>
<td><strong>73</strong></td>
<td>Research products and design solutions to satisfy a hypothetical client’s needs, preferences, and goals.</td>
<td>English: 10.8, 11.8, 12.8</td>
<td></td>
</tr>
<tr>
<td><strong>74</strong></td>
<td>Design a space that meets a residential or commercial purpose.</td>
<td>English: 10.5, 11.5, 12.5</td>
<td></td>
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<tr>
<td><strong>75</strong></td>
<td>Describe the principles of color theory.</td>
<td>History and Social Science: WHI.3, WHI.4, WHI.5, WHI.6, WHI.7, WHI.8, WHI.9, WHI.10, WHI.11, WHI.12, WHI.13, WHI.14, WHI.15</td>
<td></td>
</tr>
<tr>
<td><strong>76</strong></td>
<td>Select interior finishes for a simulated project.</td>
<td>English: 10.5, 11.5, 12.5</td>
<td></td>
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<tr>
<td><strong>77</strong></td>
<td>Select interior finishes for a simulated project.</td>
<td>English: 10.5, 11.5, 12.5</td>
<td></td>
</tr>
<tr>
<td><strong>78</strong></td>
<td>Demonstrate arrangement of furniture, fixtures, and equipment (FF&amp;E) and accessories for a simulated project.</td>
<td>English: 10.5, 11.5, 12.5</td>
<td></td>
</tr>
<tr>
<td><strong>79</strong></td>
<td>Create a presentation display for a simulated project, using the principles of color theory.</td>
<td>English: 10.5, 11.5, 12.5</td>
<td></td>
</tr>
<tr>
<td><strong>80</strong></td>
<td>Create a presentation display for a hypothetical client’s approval.</td>
<td>English: 10.5, 11.5, 12.5</td>
<td></td>
</tr>
<tr>
<td><strong>81</strong></td>
<td>Present a design and products that satisfy a hypothetical client’s needs, preferences, and goals.</td>
<td>English: 10.1, 11.1, 12.1</td>
<td></td>
</tr>
</tbody>
</table>

### Green Building Infusion Unit

The Green Building Infusion Unit (GBIU) was designed to encourage teachers to infuse instruction on green building knowledge and skills into designated CTE courses. The infusion unit is not mandatory, and, as such, the tasks/competencies are marked as “optional” and are to be taught at the instructor’s discretion.

### Entrepreneurship Infusion Unit

Entrepreneurship Infusion Units may be used to help students achieve additional, focused competencies and enhance the validated tasks/competencies related to identifying and starting a new business venture. Because the unit is a complement to certain designated courses and is not mandatory, all tasks/competencies are marked “optional.”
Appendix: Credentials, Course Sequences, and Career Cluster Information

Industry Credentials: Only apply to 36-week courses

- College and Work Readiness Assessment (CWRA+)
- Interior Decorating and Design Assessment
- Interior Design Fundamentals Assessment
- Leadership Essentials Assessment
- National Career Readiness Certificate Assessment
- Workplace Readiness Skills for the Commonwealth Examination

Concentration sequences: A combination of this course and those below, equivalent to two 36-week courses, is a concentration sequence. Students wishing to complete a specialization may take additional courses based on their career pathways. A program completer is a student who has met the requirements for a CTE concentration sequence and all other requirements for high school graduation or an approved alternative education program.

- Career, Community and Family Connections (8205/18 weeks)
- Career, Community and Family Connections (8282/36 weeks)
- Family Relations (8223/18 weeks)
- Family Relations (8225/36 weeks)
- GRADS (Graduation, Reality, and Dual-Role Skills): Family Focus (8277/18 weeks)
- GRADS (Graduation, Reality, and Dual-Role Skills): Family Focus (8278/36 weeks)
- GRADS (Graduation, Reality, and Dual-Role Skills): Work Focus (8213/36 weeks)
- Independent Living (8214/18 weeks)
- Independent Living (8219/36 weeks)
- Individual Development (8209/18 weeks)
- Individual Development (8210/36 weeks)
- Interior Design II (8296/36 weeks, 280 hours)
- Introduction to Interior Design (8254/18 weeks)
- Introduction to Interior Design (8255/36 weeks)
- Life Planning (8226/18 weeks)
- Life Planning (8227/36 weeks)

Career Cluster: Arts, Audio/Video Technology and Communications

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Occupations</th>
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</thead>
<tbody>
<tr>
<td>Performing Arts</td>
<td>Lighting Designer</td>
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<tr>
<td>Visual Arts</td>
<td>Interior Designer</td>
</tr>
<tr>
<td></td>
<td>Textile Designer</td>
</tr>
</tbody>
</table>