

# Standards Correlations

## Introduction to Interior Design (8254, 8255)

| Task  | SOL Correlations  | National Standards for Family and Consumer Sciences Education | FCCLA Correlations |
|---|---|---|--------------------|
| <b>Demonstrating Personal Qualities and Abilities</b> |   |   |                    |
| Demonstrate creativity and innovation.                | English: 6.1, 6.3, 6.4, 6.6, 6.7, 6.9, 7.1, 7.3, 7.4, 7.6, 7.7, 7.9, 8.1, 8.3, 8.4, 8.6, 8.7, 8.9, 9.1, 9.5, 9.6, 9.8, 10.1, 10.5, 10.6, 10.8, 11.1, 11.5, 11.6, 11.8, 12.1, 12.5, 12.6, 12.8<br>History and Social Science: CE.1, CE.4, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WG.4, WHI.1, WHII.1<br>Mathematics: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.10, 6.11, 6.12, 7.2, 7.3, 7.8, 7.9, 8.2, 8.4, 8.6, 8.7, 8.11, 8.12, 8.17, 8.18, A.9, AFDA.3, AFDA.4, AFDA.5, AFDA.6, AFDA.7, AFDA.8, AII.9, |   |                    |

| Task   | SOL Correlations   | National Standards for<br>Family and Consumer<br>Sciences Education | FCCLA Correlations |
|--|--|---|--------------------|
|  | COM.1, COM.3, COM.4,<br>COM.5, COM.8, DM.7,<br>DM.1*, DM.10, DM.2*,<br>DM.3*, PS.3*, PS.4*,<br>PS.7*, PS.9*, PS.10*<br>Science: 6.1, BIO.1,<br>CH.1, ES.1, LS.1, PS.1  |   |                    |
| Demonstrate critical<br>thinking and problem<br>solving. | English: 6.1, 6.3, 6.4, 6.5,<br>6.6, 6.7, 6.9, 7.1, 7.3, 7.4,<br>7.5, 7.6, 7.7, 7.9, 8.1, 8.3,<br>8.4, 8.5, 8.6, 8.7, 8.9, 9.1,<br>9.5, 9.6, 9.8, 10.1, 10.5,<br>10.6, 10.8, 11.1, 11.5,<br>11.6, 11.8, 12.1, 12.5,<br>12.6, 12.8<br>History and Social<br>Science: CE.1, CE.4,<br>CE.11, GOVT.1, USI.1,<br>USII.1, VUS.1, WG.1,<br>WG.4, WHI.1, WHII.1<br>Mathematics: 6.1, 6.2,<br>6.3, 6.4, 6.5, 6.6, 6.10,<br>6.11, 7.2, 7.3, 7.8, 7.12,<br>7.13, 8.2, 8.4, 8.8, 8.9,<br>8.10, 8.11, A.8, A.9, G.1,<br>G.13, G.14, AFDA.3,<br>AFDA.5, AFDA.8, AII.9,<br>AII.10, AII.11, COM.1,<br>COM.3, COM.4, COM.5, |   |                    |

| <b>Task</b>                                | <b>SOL Correlations</b>  | <b>National Standards for Family and Consumer Sciences Education</b> | <b>FCCLA Correlations</b> |
|--|--|--|---------------------------|
|  | COM.8, DM.4, DM.7, DM.1*, DM.2*, DM.3*, DM.9*, PS.9*, PS.10*<br>Science: 6.1, BIO.1, CH.1, ES.1, LS.1, PS.1  |  |                           |
| Demonstrate initiative and self-direction. | English: 6.1, 6.4, 6.6, 6.7, 6.9, 7.1, 7.4, 7.6, 7.7, 7.9, 8.1, 8.4, 8.6, 8.7, 8.9, 9.1, 9.5, 9.6, 9.8, 10.1, 10.5, 10.6, 10.8, 11.1, 11.5, 11.6, 11.8, 12.1, 12.5, 12.6, 12.8<br>History and Social Science: CE.1, CE.4, CE.11, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 |  |                           |
| Demonstrate integrity.                     | English: 6.1, 7.1, 8.1, 9.1, 9.5, 10.1, 10.5, 11.1, 11.5, 12.1, 12.5<br>History and Social Science: CE.1, CE.3, CE.4, GOVT.1, GOVT.16, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1   |  |                           |
| Demonstrate work ethic.                    | English: 6.1, 7.1, 8.1, 9.1, 10.1, 11.1, 12.1  |  |                           |

| Task                                       | SOL Correlations   | National Standards for Family and Consumer Sciences Education | FCCLA Correlations |
|--|--|---|--------------------|
|  | History and Social Science: CE.1, CE.4, CE.14, GOVT.1, GOVT.16, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1<br>Science: CH.1   |   |                    |
| <b>Demonstrating Interpersonal Skills</b>  |  |   |                    |
| Demonstrate conflict-resolution skills.    | English: 6.1, 6.2, 6.4, 6.6, 6.7, 6.9, 7.1, 7.2, 7.4, 7.6, 7.7, 7.9, 8.1, 8.2, 8.4, 8.6, 8.7, 8.9, 9.1, 10.1, 11.1, 12.1<br>History and Social Science: CE.1, CE.4, GOVT.1, USI.1, VUS.1 |   |                    |
| Demonstrate listening and speaking skills. | English: 6.1, 6.2, 6.4, 6.6, 7.1, 7.2, 7.4, 7.6, 8.1, 8.2, 8.4, 8.6, 9.1, 10.1, 11.1, 12.1<br>History and Social Science: CE.1, CE.4, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1  |   |                    |
| Demonstrate respect for diversity.         | English: 6.1, 7.1, 8.1, 9.1, 10.1, 11.1, 12.1  |   |                    |

| Task   | SOL Correlations  | National Standards for Family and Consumer Sciences Education | FCCLA Correlations |
|--|---|---|--------------------|
|  | History and Social Science: CE.1, CE.3, CE.4, GOVT.1, GOVT.16, USI.1, USII.1, USII.9, VUS.1, VUS.13, WG.1, WHI.1, WHII.1  |   |                    |
| Demonstrate customer service skills.           | English: 6.1, 6.4, 6.7, 7.1, 7.4, 7.7, 8.1, 8.4, 8.7, 9.1, 9.5, 9.6, 10.1, 10.5, 10.6, 11.1, 11.5, 11.6, 12.1, 12.5, 12.6<br>History and Social Science: CE.1, CE.4, GOVT.1, GOVT.16, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 |   |                    |
| Collaborate with team members                  | English: 6.1, 7.1, 8.1, 9.1, 10.1, 11.1, 12.1<br>History and Social Science: CE.1, CE.3, CE.4, GOVT.1, GOVT.16, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1   |   |                    |
| <b>Demonstrating Professional Competencies</b> |   |   |                    |
| Demonstrate big-picture thinking.              | English: 6.1, 6.4, 7.1, 7.4, 8.1, 8.4, 9.1, 9.5, 10.1,  |   |                    |

| <b>Task</b>                                       | <b>SOL Correlations</b>   | <b>National Standards for Family and Consumer Sciences Education</b> | <b>FCCLA Correlations</b> |
|---|---|--|---------------------------|
|   | 10.5, 11.1, 11.5, 12.1, 12.5<br>History and Social Science: CE.1, CE.4, CE.12, GOVT.1, GOVT.15, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1   |  |                           |
| Demonstrate career- and life-management skills.   | English: 6.1, 6.7, 7.1, 7.7, 8.1, 8.7, 9.1, 9.6, 10.1, 10.6, 11.1, 11.6, 12.1, 12.6<br>History and Social Science: CE.1, CE.4, CE.12, CE.14, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1<br>Mathematics: 8.4  |  |                           |
| Demonstrate continuous learning and adaptability. | English: 6.1, 6.4, 6.7, 6.9, 7.1, 7.4, 7.7, 7.9, 8.1, 8.4, 8.7, 8.9, 9.1, 9.5, 9.6, 9.8, 10.1, 10.5, 10.6, 10.8, 11.1, 11.5, 11.6, 11.8, 12.1, 12.5, 12.6, 12.8<br>History and Social Science: CE.1, CE.3, CE.4, CE.14, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 |  |                           |

| <b>Task</b>                                    | <b>SOL Correlations</b>   | <b>National Standards for<br/>Family and Consumer<br/>Sciences Education</b> | <b>FCCLA Correlations</b> |
|--|---|--|---------------------------|
|  | Science: BIO.1, CH.1,<br>LS.1, PH.1, PH.4, PS.1   |  |                           |
| Manage time and<br>resources.                  | English: 6.1, 6.2, 6.4, 6.7,<br>6.9, 7.1, 7.2, 7.4, 7.7, 7.9,<br>8.1, 8.2, 8.4, 8.7, 8.9, 9.1,<br>9.5, 9.6, 9.8, 10.1, 10.5,<br>10.6, 10.8, 11.2, 11.5,<br>11.6, 11.8, 12.2, 12.5,<br>12.6, 12.8<br>History and Social<br>Science: CE.1, CE.4,<br>CE.11, GOVT.1, USI.1,<br>USII.1, VUS.1, WG.1,<br>WHI.1, WHII.1<br>Mathematics: 6.10, 6.11,<br>6.12, 7.2, 7.3, 7.8, 7.9,<br>7.10, 7.11, 7.12, 7.13, 8.4,<br>8.11, 8.12, 8.13, 8.14,<br>8.17, 8.18, A.4, A.5, A.8,<br>A.9, AFDA.3, AFDA.4,<br>AFDA.5, AFDA.6,<br>AFDA.7, AFDA.8,<br>COM.1, COM.3, COM.5,<br>COM.8 |  |                           |
| Demonstrate<br>information-literacy<br>skills. | English: 6.1, 6.2, 6.4, 6.6,<br>6.7, 6.9, 7.1, 7.2, 7.3, 7.4,<br>7.6, 7.7, 7.9, 8.1, 8.2, 8.3,<br>8.4, 8.6, 8.7, 8.9, 9.2, 9.5,<br>9.6, 9.8, 10.2, 10.5, 10.6,  |  |                           |

| Task  | SOL Correlations   | National Standards for<br>Family and Consumer<br>Sciences Education | FCCLA Correlations |
|---|--|---|--------------------|
|   | 10.8, 11.2, 11.5, 11.6,<br>11.8, 12.2, 12.5, 12.6,<br>12.8<br>History and Social<br>Science: CE.1, CE.4,<br>CE.14, GOVT.1, USI.1,<br>USII.1, VUS.1, WG.1,<br>WHI.1, WHII.1<br>Mathematics: 6.10, 6.11,<br>7.8, 7.9, 8.11, 8.12, A.8,<br>A.9, AFDA.3, AFDA.4,<br>AFDA.6, AFDA.7,<br>AFDA.8, DM.8, PS.1*,<br>PS.2*, PS.3*, PS.4*,<br>PS.7*, PS.8*, PS.9*,<br>PS.10*<br>Science: 6.1, BIO.1,<br>CH.1, ES.1, LS.1, PH.1,<br>PS.1 |   |                    |
| Demonstrate an understanding of information security. | English: 6.1, 6.2, 6.3, 6.4,<br>6.6, 6.7, 6.8, 6.9, 7.1, 7.2,<br>7.3, 7.4, 7.6, 7.7, 7.8, 7.9,<br>8.1, 8.2, 8.3, 8.4, 8.6, 8.7,<br>8.8, 8.9, 9.1, 9.2, 9.5, 9.6,<br>9.8, 10.1, 10.2, 10.5, 10.6,<br>10.8, 11.1, 11.2, 11.5,<br>11.6, 11.8, 12.1, 12.2,<br>12.5, 12.6, 12.8   |   |                    |

| <b>Task</b>  | <b>SOL Correlations</b>  | <b>National Standards for<br/>Family and Consumer<br/>Sciences Education</b> | <b>FCCLA Correlations</b> |
|--|--|--|---------------------------|
|  | History and Social<br>Science: CE.1, CE.4,<br>CE.14, GOVT.1, USI.1,<br>USII.1, VUS.1, WG.1,<br>WHI.1, WHII.1<br>Mathematics: COM.10  |  |                           |
| Maintain working<br>knowledge of current<br>information-<br>technology (IT)<br>systems.                        | English: 6.1, 6.3, 6.4, 6.6,<br>6.9, 7.1, 7.3, 7.4, 7.6, 7.9,<br>8.1, 8.3, 8.4, 8.6, 8.9<br>History and Social<br>Science: CE.1, CE.4,<br>CE.14, GOVT.1, USI.1,<br>USII.1, VUS.1, WG.1,<br>WHI.1, WHII.1<br>Mathematics: 7.8,<br>COM.1, COM.2, COM.7,<br>COM.9, COM.10,<br>COM.11, COM.16,<br>COM.18, PS.17<br>Science: BIO.1, CH.1,<br>ES.1, PH.1 |  |                           |
| Demonstrate<br>proficiency with<br>technologies, tools,<br>and machines<br>common to a specific<br>occupation. | History and Social<br>Science: CE.1, CE.4,<br>CE.14, GOVT.1, USI.1,<br>USII.1, VUS.1, WG.1,<br>WHI.1, WHII.1<br>Mathematics: 6.10, 6.11,<br>7.9, 8.4, A.7, A.8, A.9,<br>AFDA.1, AFDA.3,  |  |                           |

| Task   | SOL Correlations  | National Standards for<br>Family and Consumer<br>Sciences Education | FCCLA Correlations |
|--|---|---|--------------------|
|  | AFDA.5, AII.4, AII.7,<br>AII.9, COM.1, COM.7,<br>COM.10, COM.11,<br>COM.12, COM.16<br>Science: CH.1, ES.1,<br>LS.1, PH.1, PS.1  |   |                    |
| Apply mathematical skills to job-specific tasks. | English: 6.4, 6.6, 6.7, 7.4,<br>7.6, 7.7, 8.4, 8.6, 8.7, 9.5,<br>9.6, 10.5, 10.6, 11.5, 11.6,<br>12.5, 12.6<br>History and Social<br>Science: CE.1, CE.4,<br>CE.14, GOVT.1, USI.1,<br>USII.1, VUS.1, WG.1,<br>WHI.1, WHII.1<br>Mathematics: 6.1, 6.2,<br>6.5, 6.6, 6.12, 6.13, 6.14,<br>7.1, 7.2, 7.3, 7.4, 7.5, 7.6,<br>7.8, 7.9, 7.11, 7.12, 7.13,<br>8.4, 8.5, 8.6, 8.8, 8.9,<br>8.10, 8.11, 8.12, 8.13,<br>8.14, 8.15, 8.16, 8.17,<br>8.18, A.1, A.3, A.4, A.5,<br>A.7, A.8, A.9, AFDA.1,<br>AFDA.3, AFDA.5,<br>AFDA.8, AII.3, AII.7,<br>AII.9, AII.10, COM.1,<br>COM.7 |   |                    |

| <b>Task</b>                             | <b>SOL Correlations</b>   | <b>National Standards for Family and Consumer Sciences Education</b> | <b>FCCLA Correlations</b> |
|---|---|--|---------------------------|
|   | Science: 6.1, BIO.1, CH.1, ES.1, LS.1, PH.1, PS.1   |  |                           |
| Demonstrate professionalism.            | English: 6.1, 7.1, 8.1, 9.1, 10.1, 11.1, 12.1<br>History and Social Science: CE.1, CE.4, CE.14, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1   |  |                           |
| Demonstrate reading and writing skills. | English: 6.1, 6.6, 6.7, 7.1, 7.6, 7.7, 8.1, 8.6, 8.7, 9.1, 9.5, 9.6, 9.7, 10.1, 10.5, 10.6, 10.7, 11.1, 11.5, 11.6, 11.7, 12.1, 12.5, 12.6, 12.7<br>History and Social Science: CE.1, CE.4, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1<br>Science: 6.1, PH.1, PS.1 |  |                           |
| Demonstrate workplace safety.           | English: 6.4, 7.4, 8.4, 9.5, 10.5, 11.5, 12.5<br>History and Social Science: CE.1, CE.4, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1  |  |                           |

| <b>Task</b>  | <b>SOL Correlations</b>             | <b>National Standards for Family and Consumer Sciences Education</b> | <b>FCCLA Correlations</b> |
|--|-------------------------------------|--|---------------------------|
|  | Science: CH.1                       |  |                           |
| <b>Examining All Aspects of an Industry</b>  |                                     |  |                           |
| Examine aspects of planning within an industry/organization.                                 | History and Social Science: GOVT.16 |  |                           |
| Examine aspects of management within an industry/organization.                               |                                     |  |                           |
| Examine aspects of financial responsibility within an industry/organization.                 |                                     |  |                           |
| Examine technical and production skills required of workers within an industry/organization. |                                     |  |                           |
| Examine principles of technology that underlie an industry/organization.                     |                                     |  |                           |
| Examine labor issues related to an industry/organization.                                    | History and Social Science: GOVT.16 |  |                           |

| <b>Task</b>   | <b>SOL Correlations</b>             | <b>National Standards for<br/>Family and Consumer<br/>Sciences Education</b> | <b>FCCLA Correlations</b> |
|---|-------------------------------------|--|---------------------------|
| Examine community issues related to an industry/organization.   | History and Social Science: GOVT.16 |  |                           |
| Examine health, safety, and environmental issues related to an industry/organization.   | History and Social Science: GOVT.16 |  |                           |
| <b>Addressing Elements of Student Life</b>  |                                     |  |                           |
| Identify the purposes and goals of the student organization.  |                                     |  |                           |
| Explain the benefits and responsibilities of membership in the student organization as a student and in professional/civic organizations as an adult. |                                     |  |                           |
| Demonstrate leadership skills through participation in student organization activities, such as   |                                     |  |                           |

| Task  | SOL Correlations               | National Standards for Family and Consumer Sciences Education  | FCCLA Correlations   |
|---|--------------------------------|--|--|
| meetings, programs, and projects.   |                                |  |  |
| Identify Internet safety issues and procedures for complying with acceptable use standards. |                                |  |  |
| <b>Exploring Work-Based Learning</b>  |                                |  |  |
| Identify the types of work-based learning (WBL) opportunities.                              |                                |  |  |
| Reflect on lessons learned during the WBL experience.                                       |                                |  |  |
| Explore career opportunities related to the WBL experience.                                 |                                |  |  |
| Participate in a WBL experience, when appropriate.  |                                |  |  |
| <b>Balancing Work and Family</b>  |                                |  |  |
| Analyze the meaning of work and the meaning of family.                                      | English: 9.5, 10.5, 11.5, 12.5 | <b>1.1.1</b><br>Summarize local and global policies, issues, and trends in the workplace, community, | <b>FCCLA National Programs</b> <ul style="list-style-type: none"> <li>Families First: Balancing Family and Career</li> <li>Families First: Families Today</li> </ul> |

| Task  | SOL Correlations  | National Standards for Family and Consumer Sciences Education   | FCCLA Correlations   |
|---|---|---|--|
|   | History and Social Science: GOVT.1, WHII.8  | <p>and family dynamics that affect individuals and families.</p> <p><b>1.1.2</b><br/>Analyze the effects of social, economic, and technological changes on work and family dynamics.</p> <p><b>6.1.1</b><br/>Analyze family as the basic unit of society.</p> <p><b>6.1.2</b><br/>Analyze the role of family in transmitting societal expectations.</p> | <ul style="list-style-type: none"> <li>• Families First: Meet the Challenge</li> <li>• Families First: Parent Practice</li> <li>• Families First: You-Me-Us</li> <li>• Power of One: A Better You</li> <li>• Power of One: Family Ties</li> <li>• Power of One: Working on Working</li> </ul>  |
| Compare how families affect work life and how work life affects families. | <p>English: 9.5, 10.5, 11.5, 12.5</p> <p>History and Social Science: GOVT.1, WHII.8</p> | <p><b>1.1.1</b><br/>Summarize local and global policies, issues, and trends in the workplace, community, and family dynamics that affect individuals and families.</p> <p><b>1.1.2</b><br/>Analyze the effects of social, economic, and technological</p>   | <p><b>FCCLA National Programs</b></p> <ul style="list-style-type: none"> <li>• Families First: Balancing Family and Career</li> <li>• Families First: Families Today</li> <li>• Families First: Meet the Challenge</li> <li>• Families First: Parent Practice</li> <li>• Families First: You-Me-Us</li> <li>• Power of One: A Better You</li> <li>• Power of One: Family Ties</li> <li>• Power of One: Working on Working</li> </ul> |

| Task  | SOL Correlations  | National Standards for Family and Consumer Sciences Education  | FCCLA Correlations   |
|---|---|--|--|
|   |   | <p>changes on work and family dynamics.</p> <p><b>1.1.4</b><br/>Analyze potential effects of various career path decisions on balancing work and family.</p> <p><b>1.1.5</b><br/>Determine goals for life-long learning and leisure opportunities for all family members.</p>          |  |
| Identify management strategies for balancing work and family roles. | <p>English: 9.5, 10.5, 11.5, 12.5</p> <p>History and Social Science: GOVT.1, WHII.8</p> | <p><b>1.1.6</b><br/>Develop a life plan, including pathways to acquiring the knowledge and skills needed to achieve individual, family, and career goals.</p> <p><b>2.1.1</b><br/>Apply time management, organizational, and process skills to prioritize tasks and achieve goals.</p> | <p><b>FCCLA National Programs</b></p> <ul style="list-style-type: none"> <li>Families First: Balancing Family and Career</li> <li>Families First: Meet the Challenge</li> <li>Families First: You-Me-Us</li> </ul> |
| <b>Investigating Influences on Interior Design</b>                  |   |  |  |
| Identify the physical aspects of interior environments.             | English: 9.5, 10.5, 11.5, 12.5  |  | <p><b>FCCLA National Programs</b></p> <ul style="list-style-type: none"> <li>Power of One: Working on Working</li> </ul>   |

| Task   | SOL Correlations   | National Standards for Family and Consumer Sciences Education  | FCCLA Correlations  |
|--|--|--|---|
|  | History and Social Science: WHI.3, WHI.4, WHI.5, WHI.6, WHI.8, WHI.9, WHI.11, WHI.12, WHI.13, WHI.14, WHI.15, WHII.2, WHII.8 |  | <b>FCCLA: STAR Events (2019)</b> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Check the national <a href="#">FCCLA portal</a>.</li> <li>• Entrepreneurship</li> <li>• Interior Design</li> <li>• Professional Presentation</li> <li>• Repurpose and Redesign</li> </ul>   |
| Identify the psychological aspects of interior environments.   | English: 9.5, 10.5, 11.5, 12.5   | <b>11.2.2</b><br>Analyze the psychological impact that the principles and elements of design have on the individual. | <b>FCCLA National Programs</b> <ul style="list-style-type: none"> <li>• Power of One: Working on Working</li> </ul> <b>FCCLA: STAR Events (2019)</b> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Entrepreneurship</li> <li>• Interior Design</li> <li>• Interpersonal Communications</li> <li>• Professional Presentation</li> <li>• Repurpose and Redesign</li> </ul> |
| Compare various commercial (e.g., healthcare, hospitality, institutional) and residential interior environments. | English: 9.5, 10.5, 11.5, 12.5   | <b>11.2.2</b><br>Analyze the psychological impact that the principles and elements of design have on the individual. | <b>FCCLA National Programs</b> <ul style="list-style-type: none"> <li>• Power of One: A Better You</li> <li>• Power of One: Working on Working</li> </ul> <b>FCCLA: STAR Events (2019)</b> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Check the national <a href="#">FCCLA portal</a>.</li> <li>• Interior Design</li> <li>• Professional Presentation</li> </ul>     |
| Explain examples of cultural and geographical  | English: 9.5, 10.5, 11.5, 12.5   | <b>11.5.2</b><br>Explain societal and technological trends on  | <b>FCCLA National Programs</b> <ul style="list-style-type: none"> <li>• Families First: Families Today</li> <li>• Families First: You-Me-Us</li> </ul>  |

| Task  | SOL Correlations   | National Standards for Family and Consumer Sciences Education  | FCCLA Correlations  |
|---|--|--|---|
| influences on the design of residential and commercial interior environments. | History and Social Science: WHI.1, WHI.4, WHI.5, WHI.6, WHI.8, WHI.9, WHI.11, WHI.12, WHI.13, WHI.14, WHI.15, WHII.2, WHII.8 | periods of architecture and interior design through the ages.  | <ul style="list-style-type: none"> <li>• Power of One: A Better You</li> <li>• Power of One: Family Ties</li> <li>• Power of One: Working on Working</li> </ul> <p><b>FCCLA: STAR Events (2019)</b></p> <ul style="list-style-type: none"> <li>• Check the national <a href="#">FCCLA portal</a>.</li> <li>• Interior Design</li> <li>• Interpersonal Communications</li> <li>• Professional Presentation</li> </ul>  |
| Explore the influence of globalization on the interior design industry.       | <p>English: 9.3, 9.5, 10.3, 10.5, 11.3, 11.5, 12.3, 12.5</p> <p>History and Social Science: VUS.14, WHII.14</p>              |  | <p><b>FCCLA National Programs</b></p> <ul style="list-style-type: none"> <li>• Families First: Families Today</li> <li>• Financial Fitness: Spending</li> <li>• Power of One: A Better You</li> <li>• Power of One: Family Ties</li> <li>• Power of One: Working on Working</li> </ul> <p><b>FCCLA: STAR Events (2019)</b></p> <ul style="list-style-type: none"> <li>• Check the national <a href="#">FCCLA portal</a>.</li> <li>• Interior Design</li> <li>• Interpersonal Communications</li> <li>• Professional Presentation</li> <li>• Public Policy Advocate</li> </ul> |
| Investigate sustainable design of interior environments.                      | <p>English: 9.5, 10.5, 11.5, 12.5</p> <p>History and Social Science: VUS.14, WHII.14</p>                                     | <p><b>11.9.1</b></p> <p>Demonstrate knowledge and skills to incorporate recycle and redesign principles.</p> | <p><b>FCCLA National Programs</b></p> <ul style="list-style-type: none"> <li>• Power of One: A Better You</li> <li>• Power of One: Working on Working</li> </ul> <p><b>FCCLA: STAR Events (2019)</b></p> <ul style="list-style-type: none"> <li>• Check the national <a href="#">FCCLA portal</a>.</li> <li>• Interior Design</li> </ul>  |

| Task  | SOL Correlations  | National Standards for Family and Consumer Sciences Education   | FCCLA Correlations  |
|---|---|---|---|
|   |   |   | <ul style="list-style-type: none"> <li>• Interpersonal Communications</li> <li>• Professional Presentation</li> <li>• Public Policy Advocate</li> </ul>   |
| Describe the influence of technology on the interior design industry.                                     | <p>English: 9.5, 10.5, 11.5, 12.5</p> <p>History and Social Science: VUS.14, WHII.14</p>                                | <p><b>11.4.6</b><br/>Demonstrate graphic communication skills (CAD, PowerPoint, sketching).</p> <p><b>11.7.4</b><br/>Utilize a variety of presentation media including drawings, photography, video, computer, and software for client presentations.</p> <p><b>11.7.6</b><br/>Create floor plans using architectural drafting skills and computer aided design software.</p> | <p><b>FCCLA National Programs</b></p> <ul style="list-style-type: none"> <li>• Power of One: Working on Working</li> </ul> <p><b>FCCLA: STAR Events (2019)</b></p> <ul style="list-style-type: none"> <li>• Check the national <a href="#">FCCLA portal</a>.</li> <li>• Interior Design</li> <li>• Professional Presentation</li> </ul>   |
| Describe historical and current influences on design of residential and commercial interior environments. | <p>English: 9.5, 10.5, 11.5, 12.5</p> <p>History and Social Science: VUS.8, VUS.10, VUS.12, VUS.14, WHII.8, WHII.14</p> | <p><b>11.5</b><br/>Analyze design and development of architecture, interiors, and furnishings through the ages.</p>   | <p><b>FCCLA National Programs</b></p> <ul style="list-style-type: none"> <li>• Families First: Families Today</li> <li>• Power of One: A Better You</li> <li>• Power of One: Family Ties</li> <li>• Power of One: Working on Working</li> </ul> <p><b>FCCLA: STAR Events (2019)</b></p> <ul style="list-style-type: none"> <li>• Check the national <a href="#">FCCLA portal</a>.</li> <li>• Interior Design</li> </ul> |

| Task   | SOL Correlations  | National Standards for Family and Consumer Sciences Education  | FCCLA Correlations  |
|--|---|--|---|
|  |   |  | <ul style="list-style-type: none"> <li>• Interpersonal Communications</li> <li>• Professional Presentation</li> <li>• Repurpose and Redesign</li> </ul>   |
| Explain the effect of regulations on the interior design industry.   | English: 9.5, 10.5, 11.5, 12.5<br>History and Social Science: VUS.13, VUS.14, 523I.14 | <b>11.8.1</b><br>Examine legislation, regulations, and public policy that affect residential and commercial interior design as well as the housing and furnishings industries. | <b>FCCLA National Programs</b> <ul style="list-style-type: none"> <li>• Families First: Families Today</li> <li>• Power of One: A Better You</li> <li>• Power of One: Family Ties</li> <li>• Power of One: Working on Working</li> </ul> <b>FCCLA: STAR Events (2019)</b> <ul style="list-style-type: none"> <li>• Check the national <a href="#">FCCLA portal</a>.</li> <li>• Interior Design</li> <li>• Interpersonal Communications</li> <li>• Professional Presentation</li> <li>• Public Policy Advocate</li> </ul>          |
| Identify ways to design interiors to meet the principles of universal design and the Americans with Disabilities Act (ADA) accessibility requirements. | English: 9.5, 10.5, 11.5, 12.5<br><br>History and Social Science: VUS.13, VUS.14      | <b>11.2</b><br>Evaluate housing and design concepts and theories, including sustainability and universal design, in relation to available resources and options.               | <b>FCCLA National Programs</b> <ul style="list-style-type: none"> <li>• Families First: Families Today</li> <li>• Families First: Meet the Challenge</li> <li>• Power of One: A Better You</li> <li>• Power of One: Working on Working</li> </ul> <b>FCCLA: STAR Events (2019)</b> <ul style="list-style-type: none"> <li>• Check the national <a href="#">FCCLA portal</a>.</li> <li>• Interior Design</li> <li>• Interpersonal Communications</li> <li>• Professional Presentation</li> <li>• Public Policy Advocate</li> </ul> |
| <b>Exploring Careers in Interior Design</b>  |   |  |   |

| Task  | SOL Correlations               | National Standards for Family and Consumer Sciences Education   | FCCLA Correlations   |
|---|--------------------------------|---|--|
| Research careers in the interior design industry. | English: 9.8, 10.8, 11.8, 12.8 | <b>11.1</b><br>Analyze career paths within the housing, interior design, and furnishings industries.  | <b>FCCLA National Programs</b> <ul style="list-style-type: none"> <li>• Career Connection: My Career</li> <li>• Career Connection: My Life</li> <li>• Career Connection: My Path</li> <li>• Career Connection: My Skills</li> <li>• Power of One: A Better You</li> <li>• Power of One: Working on Working</li> </ul><br><b>FCCLA: STAR Events (2019)</b> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Check the national <a href="#">FCCLA portal</a>.</li> <li>• Interior Design</li> <li>• Interpersonal Communications</li> <li>• Professional Presentation</li> </ul> |
| Profile interior design careers.                  | English: 9.5, 10.5, 11.5, 12.5 | <b>11.1.1</b><br>Explain the roles and functions of individuals engaged in housing and interior design careers.<br><br><b>11.1.2</b><br>Analyze career paths and opportunities for employment and entrepreneurial endeavors.<br><br><b>11.1.3</b><br>Summarize education, training, and credentialing | <b>FCCLA National Programs</b> <ul style="list-style-type: none"> <li>• Career Connection: My Career</li> <li>• Career Connection: My Life</li> <li>• Career Connection: My Path</li> <li>• Career Connection: My Skills</li> <li>• Power of One: A Better You</li> <li>• Power of One: Working on Working</li> </ul><br><b>FCCLA: STAR Events (2019)</b> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Check the national <a href="#">FCCLA portal</a>.</li> <li>• Interior Design</li> <li>• Interpersonal Communications</li> <li>• Professional Presentation</li> </ul> |

| Task  | SOL Correlations               | National Standards for Family and Consumer Sciences Education   | FCCLA Correlations   |
|---|--------------------------------|---|--|
|   |                                | requirements and opportunities for career paths in housing and interior design.                       |  |
| Identify entry-level volunteer and part-time positions in the interior design industry. | English: 9.5, 10.5, 11.5, 12.5 | <b>11.1.2</b><br>Analyze career paths and opportunities for employment and entrepreneurial endeavors. | <b>FCCLA National Programs</b> <ul style="list-style-type: none"> <li>• Career Connection: My Career</li> <li>• Career Connection: My Life</li> <li>• Career Connection: My Path</li> <li>• Career Connection: My Skills</li> <li>• Power of One: A Better You</li> <li>• Power of One: Working on Working</li> </ul><br><b>FCCLA: STAR Events (2019)</b> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Check the national <a href="#">FCCLA portal</a>.</li> <li>• Interior Design</li> <li>• Interpersonal Communications</li> <li>• Professional Presentation</li> </ul> |
| Interpret labor market information related to careers in the interior design industry.  | English: 9.5, 10.5, 11.5, 12.5 | <b>11.1</b><br>Analyze career paths within the housing, interior design, and furnishings industries.  | <b>FCCLA National Programs</b> <ul style="list-style-type: none"> <li>• Career Connection: My Career</li> <li>• Career Connection: My Life</li> <li>• Career Connection: My Path</li> <li>• Career Connection: My Skills</li> <li>• Financial Fitness: Earning</li> <li>• Financial Fitness: Saving</li> <li>• Financial Fitness: Spending</li> <li>• Power of One: A Better You</li> <li>• Power of One: Working on Working</li> </ul><br><b>FCCLA: STAR Events (2019)</b>  |

| Task   | SOL Correlations               | National Standards for Family and Consumer Sciences Education   | FCCLA Correlations  |
|--|--------------------------------|---|---|
|  |                                |   | <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Check the national <a href="#">FCCLA portal</a>.</li> <li>• Interior Design</li> <li>• Interpersonal Communications</li> <li>• Professional Presentation</li> </ul>  |
| Investigate entrepreneurial opportunities in the interior design industry. | English: 9.5, 10.5, 11.5, 12.5 | <b>11.1.2</b><br>Analyze career paths and opportunities for employment and entrepreneurial endeavors.                   | <b>FCCLA National Programs</b> <ul style="list-style-type: none"> <li>• Career Connection: My Career</li> <li>• Career Connection: My Life</li> <li>• Career Connection: My Path</li> <li>• Career Connection: My Skills</li> <li>• Financial Fitness: Earning</li> <li>• Financial Fitness: Protecting</li> <li>• Financial Fitness: Saving</li> <li>• Financial Fitness: Spending</li> <li>• Power of One: A Better You</li> <li>• Power of One: Working on Working</li> </ul><br><b>FCCLA: STAR Events (2019)</b> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Check the national <a href="#">FCCLA portal</a>.</li> <li>• Entrepreneurship</li> <li>• Interior Design</li> <li>• Professional Presentation</li> <li>• Repurpose and Redesign</li> </ul> |
| Identify methods of charging for services in the interior design industry. | English: 9.5, 10.5, 11.5, 12.5 | <b>11.8.6</b><br>Analyze operational costs such as mark ups, mark downs, cash flow, and other factors affecting profit. | <b>FCCLA National Programs</b> <ul style="list-style-type: none"> <li>• Power of One: A Better You</li> <li>• Power of One: Working on Working</li> </ul>   |

| Task  | SOL Correlations               | National Standards for Family and Consumer Sciences Education  | FCCLA Correlations   |
|---|--------------------------------|--|--|
|   |                                |  | <b>FCCLA: STAR Events (2019)</b> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Check the national <a href="#">FCCLA portal</a>.</li> <li>• Entrepreneurship</li> <li>• Professional Presentation</li> </ul>   |
| <b>Identifying Personal Characteristics and Skills Necessary for Career Success</b>         |                                |  |  |
| Compare personal interests, abilities, and skills with those required for selected careers. |                                | <b>11.1</b><br>Analyze career paths within the housing, interior design, and furnishings industries.   | <b>FCCLA National Programs</b> <ul style="list-style-type: none"> <li>• Career Connection: My Career</li> <li>• Career Connection: My Life</li> <li>• Career Connection: My Path</li> <li>• Career Connection: My Skills</li> <li>• Power of One: A Better You</li> <li>• Power of One: Working on Working</li> </ul><br><b>FCCLA: STAR Events (2019)</b> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Check the national <a href="#">FCCLA portal</a>.</li> <li>• Interior Design</li> <li>• Professional Presentation</li> </ul> |
| Determine qualifications for maintaining employment in the interior design industry.        | English: 9.5, 10.5, 11.5, 12.5 | <b>11.1.7</b><br>Analyze the attitudes, traits, and values of professional responsibility, accountability and effectiveness required for careers in housing and interior design. | <b>FCCLA National Programs</b> <ul style="list-style-type: none"> <li>• Career Connection: My Career</li> <li>• Career Connection: My Life</li> <li>• Career Connection: My Path</li> <li>• Career Connection: My Skills</li> <li>• Power of One: A Better You</li> <li>• Power of One: Working on Working</li> </ul><br><b>FCCLA: STAR Events (2019)</b>  |

| Task  | SOL Correlations                                      | National Standards for Family and Consumer Sciences Education   | FCCLA Correlations  |
|---|---|---|---|
|   |   |   | <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Check the national <a href="#">FCCLA portal</a>.</li> <li>• Interior Design</li> <li>• Interpersonal Communications</li> <li>• Professional Presentation</li> </ul>  |
| Identify ethical issues pertaining to employment in the interior design industry.           | English: 9.5, 10.5, 11.5, 12.5                        | <p><b>11.1.7</b><br/>Analyze the attitudes, traits, and values of professional responsibility, accountability and effectiveness required for careers in housing and interior design.</p> <p><b>11.8</b><br/>Analyze professional practices and procedures for business profitability and career success, and the role of ethics in the housing, interiors and furnishings industries.</p> | <p><b>FCCLA National Programs</b></p> <ul style="list-style-type: none"> <li>• Career Connection: My Career</li> <li>• Career Connection: My Life</li> <li>• Career Connection: My Path</li> <li>• Career Connection: My Skills</li> <li>• Power of One: A Better You</li> <li>• Power of One: Working on Working</li> </ul> <p><b>FCCLA: STAR Events (2019)</b></p> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Check the national <a href="#">FCCLA portal</a>.</li> <li>• Interior Design</li> <li>• Interpersonal Communications</li> <li>• Leadership</li> <li>• Professional Presentation</li> </ul> |
| Complete a work-based learning experience in a chosen area of the interior design industry. | English: 9.6, 9.7, 10.6, 10.7, 11.6, 11.7, 12.6, 12.7 |   | <p><b>FCCLA National Programs</b></p> <ul style="list-style-type: none"> <li>• Career Connection: My Career</li> <li>• Career Connection: My Life</li> <li>• Career Connection: My Path</li> <li>• Career Connection: My Skills</li> <li>• Power of One: A Better You</li> <li>• Power of One: Take the Lead</li> <li>• Power of One: Working on Working</li> </ul>   |

| Task  | SOL Correlations                                      | National Standards for Family and Consumer Sciences Education   | FCCLA Correlations  |
|---|---|---|---|
|   |   |   | <b>FCCLA: STAR Events (2019)</b> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Check the national <a href="#">FCCLA portal</a>.</li> <li>• Event Management</li> <li>• Interior Design</li> <li>• Interpersonal Communications</li> <li>• Leadership</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> </ul>                                  |
| <b>Developing a Design</b>                      |   |   |   |
| Identify the elements and principles of design. | English: 9.3, 9.5, 10.3, 10.5, 11.3, 11.5, 12.3, 12.5 | <b>11.2.1</b><br>Evaluate the use of elements and principles of design in housing and commercial and residential interiors.                       | <b>FCCLA National Programs</b> <ul style="list-style-type: none"> <li>• Power of One: A Better You</li> <li>• Power of One: Working on Working</li> </ul> <b>FCCLA: STAR Events (2019)</b> <ul style="list-style-type: none"> <li>• Check the national <a href="#">FCCLA portal</a>.</li> <li>• Interior Design</li> <li>• Interpersonal Communications</li> <li>• Professional Presentation</li> </ul> |
| Create furniture arrangements.                  |   | <b>11.4.4</b><br>Arrange furniture placement with reference to principles of design, traffic flow, activity, and existing architectural features. | <b>FCCLA National Programs</b> <ul style="list-style-type: none"> <li>• Power of One: A Better You</li> <li>• Power of One: Working on Working</li> </ul> <b>FCCLA: STAR Events (2019)</b> <ul style="list-style-type: none"> <li>• Check the national <a href="#">FCCLA portal</a>.</li> <li>• Interior Design</li> <li>• Professional Presentation</li> </ul>   |

| Task                      | SOL Correlations               | National Standards for Family and Consumer Sciences Education   | FCCLA Correlations   |
|---------------------------|--------------------------------|---|--|
| Develop a design project. | English: 9.5, 10.5, 11.5, 12.5 | <b>11.7</b><br>Apply design knowledge, skills, processes, and theories and oral, written, and visual presentation skills to communicate design ideas. | <b>FCCLA National Programs</b> <ul style="list-style-type: none"> <li>• Career Connection: My Career</li> <li>• Career Connection: My Life</li> <li>• Career Connection: My Path</li> <li>• Career Connection: My Skills</li> <li>• Power of One: A Better You</li> <li>• Power of One: Working on Working</li> </ul><br><b>FCCLA: STAR Events (2019)</b> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Check the national <a href="#">FCCLA portal</a>.</li> <li>• Interior Design</li> <li>• Professional Presentation</li> </ul> |