

KENTUCKY

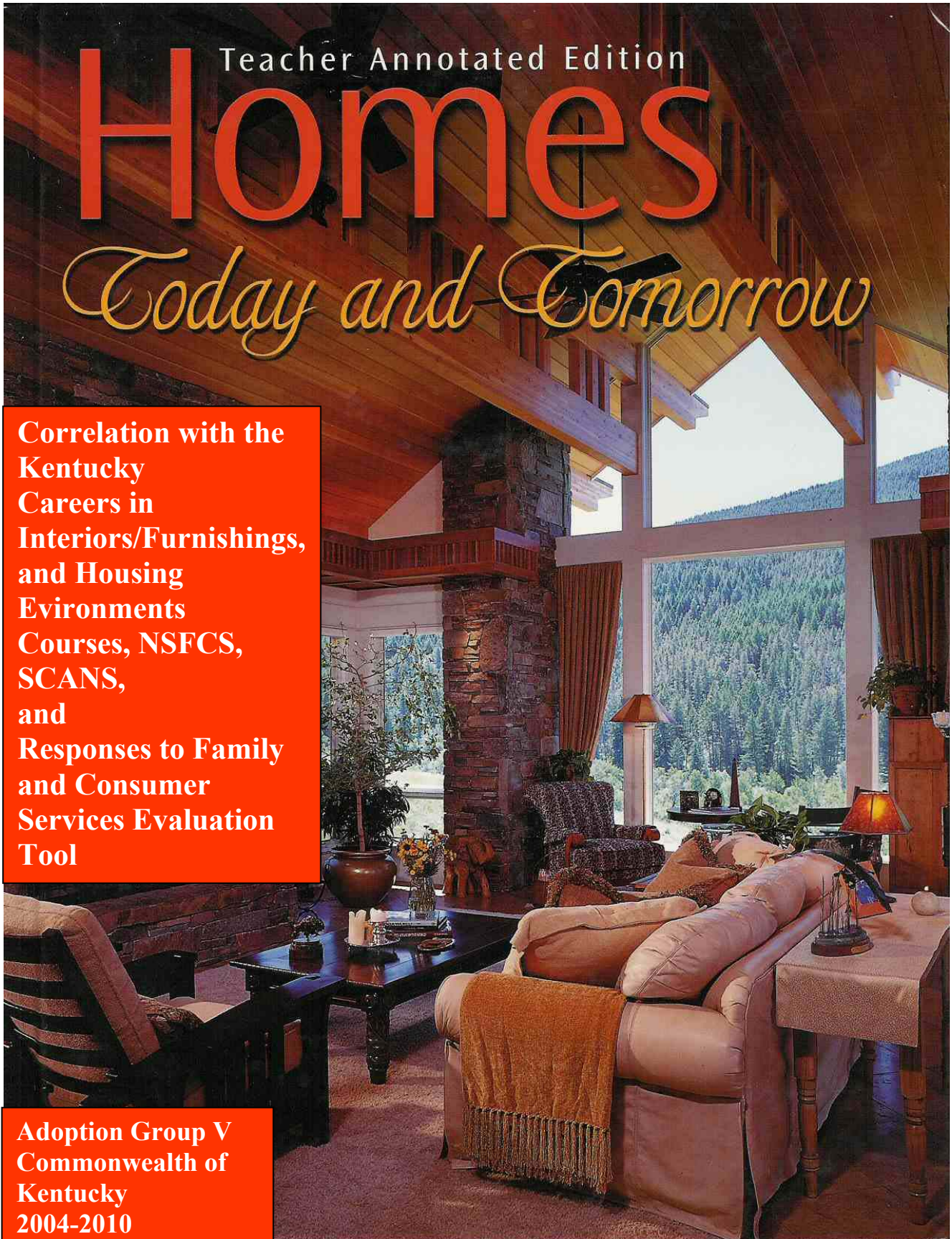
Teacher Annotated Edition

Homes

Today and Tomorrow

**Correlation with the
Kentucky
Careers in
Interiors/Furnishings,
and Housing
Environments
Courses, NSFCS,
SCANS,
and
Responses to Family
and Consumer
Services Evaluation
Tool**

**Adoption Group V
Commonwealth of
Kentucky
2004-2010**



Careers in Interiors/Furnishings

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
5.1	<p>Students will:</p> <ul style="list-style-type: none"> • assess the importance of the interiors and furnishings industry in the United States and globally. 	<p>SE: 22-23, 29-30, 34-35, 42-47 <i>Career Close-Up:</i> 346-347</p> <p>TAE: A 29 CT 22</p>
2.36	<ul style="list-style-type: none"> • research the roles and functions of individuals engaged in interiors and furnishings industry. 	<p>SE: 97-99 <i>Building Your Profile:</i> 103, 349, 367, 385, 409, 435, 457, 479, 499, 523, 557, 575, 597, 621 <i>Career Close-Up:</i> 100-101, 346-347, 364-365, 382-383, 406-407, 432-433, 454-455, 476-477, 486-497, 520-521, 554-555, 572-573, 594-595, 618-619</p> <p>TAE: CT 98 A 98</p>
2.36	<ul style="list-style-type: none"> • research the entrepreneurial opportunities related to careers in interiors and furnishings. 	<p>SE: 86-87</p> <p>TAE: CT 87 A 87</p>
5.1	<ul style="list-style-type: none"> • assess the impact of the interiors and furnishings industry on the local and state economy. 	<p>SE: 22-23, 29-30, 34-35, 42-47</p> <p>TAE: A 29 CT 22</p>

Careers in Interiors/Furnishings

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.36	<ul style="list-style-type: none"> assess the training and preparation requirements in interiors and furnishings. 	<p>SE: 97-99 <i>Building Your Profile:</i> 103, 349, 367, 385, 409, 435, 457, 479, 499, 523, 557, 575, 597, 621 <i>Career Close-Up:</i> 100-101, 346-347, 364-365, 382-383, 406-407, 432-433, 454-455, 476-477, 486-497, 520-521, 554-555, 572-573, 594-595, 618-619</p> <p>TAE: CT 98</p>
2.37	<ul style="list-style-type: none"> practice grooming and dress requirements of the interiors and furnishings industry. 	<p>SE: 90</p> <p>TAE: A 90</p>
5.1	<ul style="list-style-type: none"> evaluate product information regarding floor and wall coverings, textiles, window treatments, furniture, and lighting fixtures. 	<p>SE: 298, 415-431, 439-453, 460-475, 483-495 <i>What Influences Design?</i> 28</p> <p>TAE: CT 488 E 298</p>
5.1	<ul style="list-style-type: none"> demonstrate measuring, estimating, ordering, purchasing and pricing skills for interior furnishings and products. 	<p>SE: 398-400, 402-403, 420, 431, 541 <i>Nonresidential Applications:</i> 487</p> <p>TAE: E 431 MM 399</p>

Careers in Interiors/Furnishings

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
5.1	<ul style="list-style-type: none"> propose various interior furnishings, appliances, and equipment which provide quality choices for clients. 	<p>SE: 318-319, 460-475, 482-495, 511-513, 535-536, 539-545, 549-552, 563-565, 569-570</p> <p><i>Building Your Profile:</i> 385, 409, 499, 523, 557, 575</p> <p><i>Career Close-Up:</i> 476-477, 496-497, 520-521, 554-555, 572-573</p> <p>TAE: A 460, 511, 550</p>
5.2	<ul style="list-style-type: none"> create floor plans using technological resources. 	<p>SE: 66, 258, 507-508, 565</p> <p><i>Career Close-Up:</i> 144-145, 328-329, 520-52, 554-555</p> <p><i>Career Profile:</i> 101</p> <p>TAE: E 508 MC 508</p>
2.37	<ul style="list-style-type: none"> critique a design plan that addresses client need, goals and resources. 	<p>SE: 390-405</p> <p>TAE: CT 396 E 404 PS 393</p>
2.37	<ul style="list-style-type: none"> gain work experience in the interiors and furnishings industry beginning with shadowing. 	<p>SE: 83</p> <p>TAE: CT 83</p>

Careers in Interiors/Furnishings

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.36, 2.37	<ul style="list-style-type: none"> • utilize activities of the Family, Career and Community Leaders of America student organization as an integral component of course content and leadership development. 	SE: 93 TAE: TM-11
2.1, 2.8, 4.1	<ul style="list-style-type: none"> • apply math, science and communication skills within technical content. 	SE: 70, 86, 97-99, 199, 228-231, 370-374, 398-399, 401-403, 519 <i>A Visual Guide to...</i> 400 <i>Career Close-Up:</i> 202-203 <i>Career Profile:</i> 75, 167, 187, <i>Nonresidential Applications:</i> 375 TAE: MM 399 A 86
2.37	<ul style="list-style-type: none"> • demonstrate employability and social skills relevant to the career cluster. 	SE: 80-81, 92-94 <i>Building Your Profile:</i> 35, 55, 77, 103, 121, 147, 169, 189, 205, 223, 247, 277, 303, 331, 349, 367, 385, 409, 435, 457, 479, 499, 523, 557, 575, 597, 621 TAE: E 80 CT 83

Housing Environments		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
5.1	Students will: <ul style="list-style-type: none"> identify factors that affect housing decisions. 	SE: 38-51 TAE: A 38 D 44
4.4, 5.1	<ul style="list-style-type: none"> identify special housing needs of the disabled and the elderly. 	SE: 50 <i>Nonresidential Applications:</i> 49 TAE: D 44 ML 44
5.1	<ul style="list-style-type: none"> propose housing for a specific family based on a description of resources and life situations. 	SE: 38-47, 174-185 <i>Career Close-Up:</i> 186-187 TAE: A 179
5.1	<ul style="list-style-type: none"> justify renting, leasing or owning a home. 	SE: 192-200, 208-219, 226-243 <i>Building Your Profile:</i> 205 TAE: A 179 D 192 Ct 193
2.30	<ul style="list-style-type: none"> compare different types of home mortgages. 	SE: 228-231 TAE: A 230 E 228

Housing Environments		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
5.3	<ul style="list-style-type: none"> interpret the symbols on a blueprint and floor plan. 	SE: 257 <i>A Visual Guide to...</i> 159, 162, 506 TAE: A 258
5.3	<ul style="list-style-type: none"> examine the major components of the interior and exterior structure of a home. 	SE: 29, 158-163, 258-263, 280-299 TAE: D 258 PS 158
5.3	<ul style="list-style-type: none"> propose ways to increase the heating and cooling efficiency of a home. 	SE: 287-293 TAE: D 288, 292 PS 290
2.22, 3.4	<ul style="list-style-type: none"> illustrate the use of elements and principles of design in housing. 	SE: 150-165 <i>Career Close-Up:</i> 166-167 TAE: A 164 PS 158
5.2	<ul style="list-style-type: none"> distinguish among types of floor and wall coverings and window treatments. 	SE: 296-298, 422-426, 427-431 <i>Career Close-Up:</i> 432-433 TAE: CT 296 D 425 PS 430

Housing Environments		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
5.2	<ul style="list-style-type: none"> identify the types of window treatments. 	SE: 427-431 TAE: CT 427 E 427 PS 430
3.4, 5.2	<ul style="list-style-type: none"> choose color schemes for rooms from paint, wallpaper and fabric samples. 	SE: 352-363 TAE: A 357, 361 PS 354
2.30	<ul style="list-style-type: none"> identify furniture construction features which affect quality. 	SE: 438-455 <i>Building Your Profile:</i> 457 <i>Career Close-Up:</i> 454-455 TAE: CT 446 A 450
2.30	<ul style="list-style-type: none"> identify features of textiles which effect quality and appropriateness for household use. 	SE: 415-418 TAE: A 415, 416, 418
3.4, 5.5	<ul style="list-style-type: none"> propose furniture arrangements for the living, sleeping and service areas of a home. 	SE: 504-505, 528-534 TAE: CT 505, 531 D 529
5.5	<ul style="list-style-type: none"> determine guidelines in selecting appropriate lighting for a room. 	SE: 482-495 <i>Career Close-Up:</i> 496-497 TAE: A 486 D 483

Housing Environments		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
3.4, 5.5	<ul style="list-style-type: none"> select accessories to complement a specific room. 	SE: 490-495 <i>Building Your Profile:</i> 499 TAE: CT 491 D 493
2.30	<ul style="list-style-type: none"> identify features to consider when selecting major appliances and electronics for the home. 	SE: 69-73, 318-319, 539-545 TAE: CT 68 D 69 E 541
2.36	<ul style="list-style-type: none"> examine educational requirements of various careers related to housing. 	SE: 85-86, 96, 97-99 <i>Career Profile:</i> 33, 53, 75, 101, 119, 145, 167, 187, 203, 221, 245, 275, 301, 329, 347, 365, 383, 407, 433, 455, 477, 497, 521, 555, 573, 595, 619, 639 TAE: A 86 D 85
2.36, 2.37	<ul style="list-style-type: none"> utilize activities of the Family, Career and Community Leaders of America student organization as a integral component of course content and leadership development 	SE: 93 TAE: TM-11

Housing Environments		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.1, 2.8, 4.1	<ul style="list-style-type: none"> • apply math, science and communication skills within technical content. 	<p>SE: 70, 86, 97-99, 199, 228-231, 370-374, 398-399, 401-403, 519 <i>A Visual Guide to...</i> 400 <i>Career Close-Up:</i> 202-203 <i>Career Profile:</i> 75, 167, 187 <i>Nonresidential Applications:</i> 375</p> <p>TAE: MM 399 A 86</p>
2.37	<ul style="list-style-type: none"> • demonstrate employability and social skills relevant to the career cluster. 	<p>SE: 80-81, 92-94 <i>Building Your Profile:</i> 35, 55, 77, 103, 121, 147, 169, 189, 205, 223, 247, 277, 303, 331, 349, 367, 385, 409, 435, 457, 479, 499, 523, 557, 575, 597, 621</p> <p>TAE: E 80 A 92</p>

National Standards for Family and Consumer Sciences Education

11. HOUSING, INTERIORS AND FURNISHINGS

STANDARDS	PAGE REFERENCES
<p>11.0 Integrate knowledge, skills, and practices required for careers in housing, interiors, and furnishings.</p> <p>11.1 Analyze career paths within the housing, interiors, and furnishings industry.</p>	<p>SE: 80-99 <i>Career Close-Up:</i> 32-33, 52-53, 74-75, 100-101, 118-119, 144-145, 166-167, 186-187, 202-203, 220-221, 244-245, 274-275, 300-301, 328-329, 346-347, 364-365, 382-383, 406-407, 432-433, 454-455, 476-477, 496-497, 520-521, 554-555, 572-573, 594-595, 618-619, 638-639</p> <p>TAE: A 82 CT 83</p>
<p>11.2 Evaluate housing decisions in relation to available resources and options.</p>	<p>SE: 38-51</p> <p>TAE: A 38 D 44</p>
<p>11.3 Evaluate the use of housing and interior furnishing and products in meeting specific design needs.</p>	<p>SE: 336-345, 370-381, 390-405, 501-519 <i>Career Close-Up:</i> 346-347</p> <p>TAE: E 380</p>
<p>11.4 Demonstrate computer-aided drafting design, blueprint reading, and space planning skills required for the housing, interiors, and furnishings industry.</p>	<p>SE: 66, 257, 258, 507-508, 565 <i>A Visual Guide to...</i> 159, 162, 506 <i>Career Close-Up:</i> 144-145, 328-329, 520-52, 554-555 <i>Career Profile:</i> 101</p> <p>TAE: E 508 MC 508 D 66</p>

<p>11.5 Analyze influences on architectural and furniture design and development.</p>	<p>SE: 38-51, 58-73, 438-453 TAE: CT 38, 438</p>
<p>11.6 Evaluate client’s needs, goals, and resources in creating design plans for housing, interiors, and furnishings.</p>	<p>SE: 395-396 TAE: CT 395 D 395</p>
<p>11.7 Demonstrate design ideas through visual presentation.</p>	<p>SE: 336-345, 370-381, 390-405, 501-519 <i>Career Close-Up:</i> 346-347, 364-365 TAE: MT 399</p>
<p>11.8 Demonstrate general procedures for business profitability and career success.</p>	<p>SE: 86-87 TAE: A 86 D 86</p>

SCANS	
A Three-Part Foundation	
Basic Skills	PAGE REFERENCES
<p>Reads, writes, performs arithmetic and mathematical operations, listens and speaks</p> <ul style="list-style-type: none"> • A. Reading—locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules 	<p>SE: 86</p> <p>TAE: A 88</p>
<ul style="list-style-type: none"> • B. Writing—communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts 	<p>SE: 80, 86, 97 <i>Career Profile:</i> 33, 53, 119, 167, 329, 407, 477, 619</p> <p>TAE: A 86, 183 E 96</p>
<ul style="list-style-type: none"> • C. Arithmetic/Mathematics—performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques 	<p>SE: 75, 86, 98, 99, 167, 199, 228-231, 370-374, 398-399, 402-403 <i>A Visual Guide to...</i> 400 <i>Career Profile:</i> 75, 187, 573, 595 <i>Nonresidential Applications:</i> 138</p> <p>TAE: A 157</p>
<ul style="list-style-type: none"> • D. Listening—receives, attends to, interprets, and responds to verbal messages and other cues 	<p>SE: 86, 187</p> <p>TAE: A 87</p>
<ul style="list-style-type: none"> • E. Speaking—organizes ideas and communicates orally 	<p>SE: 82, 86, 97, 98, 99 <i>Career Profile:</i> 33, 53, 75, 119, 145, 167, 87, 221, 329, 383, 477, 639</p> <p>TAE: A 157 CT 150</p>

SCANS	
A Three-Part Foundation	
Thinking Skills	PAGE REFERENCES
<p>Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn and reasons</p> <ul style="list-style-type: none"> • A. <u>Creative Thinking</u>—generates new ideas 	<p>SE: 86, 98 <i>Career Profile:</i> 245, 407</p> <p>TAE: CT 90, 108 PS 179 D 182</p>
<ul style="list-style-type: none"> • B. <u>Decision Making</u>—specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative 	<p>SE: 86-87, 174, 307, 633</p> <p>TAE: A 174, 195 PS 194</p>
<ul style="list-style-type: none"> • C. <u>Problem Solving</u>—recognizes problems and devises and implements plan of action 	<p>SE: 32-33, 86, 99, 100-101, 274-275, 406-407 <i>Career Profile:</i> 33, 101, 275</p> <p>TAE: A 94, 95 PS 175, 182 D 174, 178</p>
<ul style="list-style-type: none"> • D. <u>Seeing Things in the Mind’s Eye</u>—organizes, and processes symbols, pictures, graphs, objects, and other information 	<p>SE: 86, 98 <i>Career Profile:</i> 75, 167, 245, 301, 347, 365, 407, 521</p> <p>TAE: D 178 A 567</p>
<ul style="list-style-type: none"> • E. <u>Knowing How to Learn</u>—uses efficient learning techniques to acquire and apply new knowledge and skills 	<p>SE: 86</p> <p>TAE: D 108</p>

SCANS	
A Three-Part Foundation	
Thinking Skills	PAGE REFERENCES
<ul style="list-style-type: none"> • F. <u>Reasoning</u>—discovers a rule or principle underlying the relationship between two or objects and applies it when solving a problem 	<p>SE: 86</p> <p>TAE: D 108 CT 114</p>

SCANS	
A Three-Part Foundation	
Personal Qualities	PAGE REFERENCES
<p>Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty</p> <ul style="list-style-type: none"> • A. <u>Responsibility</u>—exerts a high level of effort and perseveres towards goal attainment 	<p>SE: 86</p> <p>TAE: A 92</p>
<ul style="list-style-type: none"> • B. <u>Self-Esteem</u>—believes in own self-worth and maintains a positive view of self 	<p>SE: 86, 88 <i>Career Profile:</i> 203</p> <p>TAE: A 90</p>
<ul style="list-style-type: none"> • C. <u>Sociability</u>—demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and on-going group settings 	<p>SE: 86, 186-187 <i>Career Profile:</i> 167, 245, 347, 365, 383, 433, 521</p> <p>TAE: N/A</p>
<ul style="list-style-type: none"> • D. <u>Self-Management</u>—assesses self accurately, sets personal goals, monitors progress, and exhibits self-control 	<p>SE: 86 <i>Career Profile:</i> 407</p> <p>TAE: A 92</p>
<ul style="list-style-type: none"> • E. <u>Integrity/Honesty</u>—chooses ethical courses of action 	<p>SE: 80-81, 84, 86, 93</p> <p>TAE: CT 92</p>

SCANS

Five Workplace Competencies

Resources	PAGE REFERENCES
<p>Identifies, organizes, plans, and allocates resources</p> <ul style="list-style-type: none"> • <i>A. Time</i>—Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules 	<p>SE: 94, 99 <i>Career Profile:</i> 53, 407</p> <p>TAE: A 84 E 404</p>
<ul style="list-style-type: none"> • <i>B. Money</i>—Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives 	<p>SE: 99, 401-403 <i>Career Profile:</i> 221, 639</p> <p>TAE: A 84, 535 PS 198, 200</p>
<ul style="list-style-type: none"> • <i>C. Material and Facilities</i>—Acquires, stores, allocates, and uses materials or space efficiently 	<p>SE: 176, 402-403, 416-417</p> <p>TAE: D 182</p>
<ul style="list-style-type: none"> • <i>D. Human Resources</i>—Assesses skills and distributes work accordingly, evaluates performance and provides feedback 	<p>SE: 176</p> <p>TAE: A 82</p>

SCANS	
Five Workplace Competencies	
Interpersonal	PAGE REFERENCES
<ul style="list-style-type: none"> • <i>A. Participates as Member of a Team</i>—contributes to group effort 	<p>SE: 92-93, 97, 99 <i>Career Profile:</i> 203, 245, 347, 383, 433, 521</p> <p>TAE: A 82, 542, 543</p>
<ul style="list-style-type: none"> • <i>B. Teaches Others New Skills</i> 	<p>SE: 94-95</p> <p>TAE: A 197</p>
<ul style="list-style-type: none"> • <i>C. Serves Clients/Customers</i>—works to satisfy customers' expectations 	<p>SE: <i>Career Profile:</i> 347, 477, 639</p> <p>TAE: D 44</p>
<ul style="list-style-type: none"> • <i>D. Exercises Leadership</i>—communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies 	<p>SE: 93, 147</p> <p>TAE: A 92</p>
<ul style="list-style-type: none"> • <i>E. Negotiates</i>—works toward agreements involving exchange of resources, resolves divergent interests 	<p>SE: 94 <i>Career Profile:</i> 167, 187</p> <p>TAE: PS 50</p>
<ul style="list-style-type: none"> • <i>F. Works with Diversity</i>—works well with men and women from diverse backgrounds 	<p>SE: <i>Career Profile:</i> 245</p> <p>TAE: A 81, 82</p>

SCANS	
Five Workplace Competencies	
Information	PAGE REFERENCES
Acquires and uses information <ul style="list-style-type: none"> • <i>A. Acquires and Evaluates Information</i> 	SE: <i>Career Profile:</i> 53, 365, 618 TAE: A 88
<ul style="list-style-type: none"> • <i>B. Organizes and Maintains Information</i> 	SE: <i>Career Profile:</i> 53, 365 TAE: A 51
<ul style="list-style-type: none"> • <i>C. Interprets and Communicates Information</i> 	SE: <i>Career Profile:</i> 53 TAE: A 90
<ul style="list-style-type: none"> • <i>D. Uses Computers to Process Information</i> 	SE: <i>Career Profile:</i> 53, 101, 145, 203, 221, 329, 555 TAE: MAC 70 D 73

SCANS	
Five Workplace Competencies	
Systems	PAGE REFERENCES
<p>Understands complex inter-relationships</p> <ul style="list-style-type: none"> • <i>A. Understands Systems</i>—knows how social, organizational, and technological systems work and operates effectively with them 	<p>SE: <i>Career Profile:</i> 53, 101, 145, 187, 203, 221, 329, 347</p> <p>TAE: MAC 70 A 73</p>
<ul style="list-style-type: none"> • <i>B. Monitors and Corrects Performance</i>—distinguishes trends, predicts impacts on systems operations, • diagnoses deviations in systems' performance and corrects malfunctions 	<p>SE: 74-75 <i>Career Profile:</i> 75, 145, 221</p> <p>TAE: CT 68</p>
<ul style="list-style-type: none"> • <i>C. Improves or Designs Systems</i>—suggests modifications to existing systems and develops new or alternative systems to improve performance 	<p>SE: <i>Career Profile:</i> 145, 147, 221</p> <p>TAE: D 73</p>

SCANS

Five Workplace Competencies

Technology	PAGE REFERENCES
<p>Works with a variety of technologies</p> <ul style="list-style-type: none"> • <i>A. Selects Technology</i>—chooses procedures, tools or equipment including computers and related technologies 	<p>SE: <i>Career Profile:</i> 53, 101, 145, 555</p> <p>TAE: MAC 70 D 73</p>
<ul style="list-style-type: none"> • <i>B. Applies Technology</i>—Understands overall intent and proper procedures for setup and operation of equipment 	<p>SE: <i>Career Profile:</i> 53, 101, 145, 221, 347, 555</p> <p>TAE: MAC 70</p>
<ul style="list-style-type: none"> • <i>C. Maintains and Troubleshoots Equipment</i>—Prevents, identifies, or solves problems with equipment, including computers and other technologies 	<p>SE: 86, 99 <i>Career Profile:</i> 33, 101, 275</p> <p>TAE: CT 68</p>

TAE Codes

A	Activity
CT	Critical Thinking
D	Discuss
E	Emphasize
MC	More about CAD
MAC	More About Communication
ML	More about Assisted Living
MM	More about Measuring
MT	More about Templates
PS	Problem Solving

Family and Consumer Services Evaluation Tool

Content–Family & Consumer Science	Comments
Family	References to families can be found throughout the Student Edition. For examples, see pages 39, 40, 43, 80, and 94.
Childcare/Parenting	References to parenting can be found throughout the Student Edition. For examples, see page 26.
Child/Adolescent/Human Development	Not covered in <i>Homes: Today and Tomorrow</i> .
Interpersonal Relationships	Not covered in <i>Homes: Today and Tomorrow</i> .
Goal Setting/Decision Making	References to decision making can also be found throughout the Student Edition. For examples, see Student Edition pages 86-87, 174, 307, and 633.
Consumerism	References to consumerism can be found throughout the Student Edition. For examples, see page 97.
Foods/Nutrition	Not covered in <i>Homes: Today and Tomorrow</i> .
Apparel/Textiles	References to textiles can be found throughout the Student Edition. For examples, see Student Edition pages 415-418 and 432.

Content-Family & Consumer Science]	Comments
Hospitality Careers	Not covered in <i>Homes: Today and Tomorrow</i> .
FCCLA; Family, Careers, Community Leaders of America	References to FCCLA can be found in the Student Edition on page 93 and in the Teacher Annotated Edition (TAE) on page TM-11.

Instruction and Assessment	Comments
Identifies a Sense of Purpose	Each chapter in the Student Edition begins with elements designed to quickly launch a student's focus and interest on the chapter's topic. Each <i>Chapter Opener</i> in the Student Edition contains learning objectives that help students preview what they will learn. A scenario that introduces the content of the chapter is also included.

Instruction and Assessment (continued)	Comments
Builds on Student Ideals	References to student ideals and ethics can be found on Student Edition pages 80-81, 84, 86, and 93.
Engages Students	Each chapter in the Student Edition begins with elements designed to quickly launch a student's focus and interest on the chapter's topic. Each <i>Chapter Opener</i> in the Student Edition contains learning objectives that help students preview what they will learn. A scenario that introduces the content of the chapter is also included.
Develops Family & Consumer Science Ideas	Housing and interiors are the two major concepts developed in <i>Homes: Today and Tomorrow</i> .

Instruction and Assessment (continued)	Comments
Promotes Student Thinking	<p><i>Homes: Today and Tomorrow</i> contains a variety of practice materials to help students transfer textbook learning to practical applications. Features such as <i>Consumer Sense</i> and <i>What Influences Design?</i> found throughout the Student Edition help students to apply their critical thinking and decision-making skills based on chapter concepts.</p>
Assesses Student Progress	<p>Each chapter in the Student Edition ends with a <i>Chapter Review & Activities</i> section. The <i>Testing Program</i> booklet in the Teacher Classroom Resources contains ready-to-use, reproducible versions of chapter and unit tests. The <i>Performance Assessment</i> booklet found in the Teacher Classroom Resources identifies a realistic performance task activity for each text chapter. The related rubrics and assessment lists can also be adapted for other uses. The <i>ExamView® Pro Test Generator</i> enables you to create your own customized tests and quizzes by choosing from the test bank of questions or adding your own.</p>

Instruction and Assessment (continued)	Comments
Enhances The Learning Environment	<p><i>Homes: Today and Tomorrow's</i> new Sixth Edition provides a highly visual and comprehensive text with ready-to-use teacher and student materials. There's a new interactive <i>Effective Instruction CD-ROM</i> with lesson plans, PowerPoint® slides of the 50 new full-color transparencies, and a customizable test generator. Best of all, the program is logically organized and easy to use, plus it helps you tap into the teaching potential of the Internet.</p>
Reading level is appropriate for interest and ability level of intended student group: level remains consistent throughout.	<p><i>Glencoe Child and Adult Care Professionals</i> offers engaging, relevant, and appropriate content written at the correct reading level for your high school program. Phonetic pronunciation guides will help your students learn the vocabulary introduced in <i>Glencoe Child and Adult Care Professionals</i>.</p>

Instruction and Assessment (continued)	Comments
Commonwealth Accountability Testing System (CATS) “like” Assessment is provided	The <i>ExamView® Pro Test Generator</i> enables you to create your own customized tests and quizzes by choosing from the test bank of questions or adding your own.
Variety of Assessments (diagnostic, formative, summative, open response, multiple choice, individual, small group, oral, demonstrations, presentations, self and peer performance, portfolio prompts) is included.	Each chapter in the Student Edition ends with a <i>Chapter Review & Activities</i> section. The <i>Testing Program</i> booklet in the Teacher Classroom Resources contains ready-to-use, reproducible versions of chapter and unit tests. The <i>Performance Assessment</i> booklet found in the Teacher Classroom Resources identifies a realistic performance task activity for each text chapter. The related rubrics and assessment lists can also be adapted for other uses. The <i>ExamView® Pro Test Generator</i> enables you to create your own customized tests and quizzes by choosing from the test bank of questions or adding your own.

Instruction and Assessment (continued)	Comments
Includes activities and opportunities for integration of technology.	A discussion of technology as it relates to employment can be found on Student Edition pages 107-108. <i>Additional Child & Adult Care Resources</i> on IRG pages 12-20 provides a Web site list of resources for you and your students in regard to early childhood care and education, older adult day care, and intergenerational care.
Reflects researched-based practices (e.g. hands-on activities, technology, problem-solving situations)	<i>Homes: Today and Tomorrow</i> has all of the right elements for your high school housing and interiors programs. The authors provide a current and practical workplace view reflecting the trends in housing and interiors. Hands-on activities, technology, and problem-solving situations are integrated throughout <i>Homes: Today and Tomorrow</i> .
Differentiation techniques and activities suggested.	<i>Homes: Today and Tomorrow</i> offers engaging, relevant, and appropriate content for the widest range of learners – from young scholars and athletes to visual learners and low achievers. The research-based content is presented in a visually dynamic style that will engage and motivate your students. The program has been designed to offer a variety of lesson plan options and embedded assessment that develop the knowledge, behaviors, and problem-solving skills of all your students – regardless of their learning styles and ability levels.

Organization and Structure	Comments
<p>Organization is logical and allows for spiraling of content.</p>	<p><i>Homes: Today and Tomorrow</i> is composed of 28 chapters organized into 7 units. Each chapter follows a straight forward format, beginning with <i>Objectives, Terms to Learn</i>, and a brief scenario to introduce the content of the chapter. Each chapter closes with a <i>Chapter Review & Activities</i> which includes a <i>Chapter Summary, Check Your Knowledge, Thinking Critically, Practical Applications</i>, and <i>Building Your Portfolio</i>.</p>
<p>Vocabulary and key terms are clearly defined and easily accessible within each lesson.</p>	<p>Each chapter begins with a list of the <i>Terms to Learn</i> presented in the chapter. These key terms are found in bold face type where they are defined in the section.</p>

Organization and Structure (continued)	Comments
Visual illustrations (e.g. graphs, charts, models) and examples are clearly presented and content-related	Graphs, charts, and models are used throughout the book to illustrate concepts. Examples are related to the content of the section.
Illustrations and language reflect diversity (e.g. racial, ethnic, cultural, age, gender, disabilities).	A variety of situations that reflect diversity are presented throughout the text.
Legible type, length of lines, spacing, and page layout and widths of margins contribute to overall appearance and use.	<i>Homes: Today and Tomorrow</i> has achieved the highest degree of accuracy through rigorous scientifically-based research. This edition is the product of the most recent research studies, teacher feedback, and detailed editorial development. The result is an up-to-date, solid foundation for an engaging, stimulating, and high-quality course for your students.
Student materials seem durable and conducive to daily use.	The very best materials are used in all Glencoe products. The materials are easy for students to use, both in school and at home.
Includes sufficient glossary, index and appendices.	The <i>Glossary</i> can be found on pages 642-651. The <i>Index</i> can be found on pages 655-670.

Organization and Structure (continued)	Comments
<p>Employs accurate grammar and spelling.</p>	<p><i>Homes: Today and Tomorrow</i> has achieved the highest degree of accuracy through rigorous scientifically-based research. This edition is the product of the most recent research studies, teacher feedback, and detailed editorial development.</p>
<p>Organization of material can be effectively used with Standards Based Units, Core Content and Program of Studies.</p>	<p>The correlation between <i>Homes: Today and Tomorrow</i> and the Kentucky Careers in Interiors/Furnishings and Housing Environments course is strong.</p>

Resource Materials	Comments
<p>Teacher materials coordinate easily with student materials (e.g. additional resources included at point of need, student pages shown, integration of technology indicated).</p>	<p>The TAE is designed to provide teaching information and ideas in a convenient format. The Teacher’s Manual section will help you determine how to use the <i>Homes: Today and Tomorrow</i> program most effectively in your classroom. Each page in the student text appears full-size in the TAE. Teaching suggestions appear in red type, relating directly to the material on the pages. Integration of technology is integrated throughout the TAE.</p>

Resource Materials (continued)	Comments
Activities are included that adapt to the various learning styles, intelligences, and interest/ability levels.	Activities that adapt to the various learning styles, intelligences, and interest/ability levels of your students can be found throughout the Student Edition and the TAE.
Extension activities including adaptations and accommodations for students with special needs.	Extension activities that include adaptations and accommodations for students with special needs can be found throughout the TAE.
Resources provide objectives, background information, common student errors, hints, advice for lesson implementation and real-world connections, connections with career and/or technology and references (e.g. solution manuals, study guides).	Each chapter in the Student Edition begins with a list of <i>Chapter Objectives</i> for the chapter and a scenario related to the content of the chapter. Common student errors, hints, and advice for lesson implementation can be found throughout the TAE. Real-world connections and connections with career and/or technology can be found throughout the Student Edition and the TAE. A multitude of references are available.

Resource Materials (continued)	Comments
Suggestions are made for integration of themes and/or interdisciplinary instruction.	Suggestions for integration of themes and/or interdisciplinary instruction can be found throughout the Student Edition and the TAE.
Integration opportunities suggested and examples given.	Integration opportunities are suggested and examples are given throughout the Student Edition and the TAE.
Teacher resources are available online.	The <i>Housing and Interior Design Websites</i> section in the Teacher’s Manual provides a list of websites that contain information and resources that can be useful in teaching and learning about housing and design.
Online resources available – Repeat of information in text.	The <i>Housing and Interior Design Websites</i> section in the Teacher’s Manual provides a list of websites that contain information and resources that can be useful in teaching and learning about housing and design. The new interactive <i>Effective Instruction CD-ROM</i> contains lesson plans and PowerPoint® slides of the 50 new full-color transparencies.
Online resources available – Practice skills only.	The <i>Housing and Interior Design Websites</i> section in the Teacher’s Manual provides a list of websites that contain information and resources that can be useful in teaching and learning about housing and design. The new interactive <i>Effective Instruction CD-ROM</i> contains lesson plans and PowerPoint® slides of the 50 new full-color transparencies.

Resource Materials (continued)	Comments
Online resources available – New application materials.	The <i>Housing and Interior Design Websites</i> section in the Teacher’s Manual provides a list of websites that contain information and resources that can be useful in teaching and learning about housing and design. The new interactive <i>Effective Instruction CD-ROM</i> contains lesson plans and PowerPoint® slides of the 50 new full-color transparencies.



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