

# ***INTERIOR DESIGN STANDARDS***



This document was prepared by:

Office of Career Readiness, Adult Learning & Education Options  
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Adopted by the Nevada State Board of Education on  
October 8, 2020

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*All Nevadans ready for success in the 21st century*

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*To improve student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting excellence*



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\* Released 11/06/14

\* Revised 11/12/20 – Updated Performance Indicators 2.2.3, 2.5.5, and 7.3.15

**ACKNOWLEDGEMENTS**

The development of Nevada career and technical standards and assessments is a collaborative effort sponsored by the Office of Career Readiness, Adult Learning & Education Options at the Department of Education and the Career and Technical Education Consortium of States. The Department of Education relies on teachers and industry representatives who have the technical expertise and teaching experience to develop standards and performance indicators that truly measure student skill attainment. Most important, however, is recognition of the time, expertise and great diligence provided by the writing team members in developing the career and technical standards for Interior Design.

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**BUSINESS AND INDUSTRY VALIDATION**

All CTE standards developed through the Nevada Department of Education are validated by business and industry through one or more of the following processes: (1) the standards are developed by a team consisting of business and industry representatives; or (2) a separate review panel was coordinated with industry experts to ensure the standards include the proper content; or (3) the adoption of nationally-recognized standards endorsed by business and industry.

The Interior Design standards were validated through active participation of business and industry representatives on the development team.

**PROJECT COORDINATOR**

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## INTRODUCTION

The standards in this document are designed to clearly state what the student should know and be able to do upon completion of an advanced high school Interior Design program. These standards are designed for a three-credit course sequence that prepares the student for a technical assessment directly aligned to the standards.

These exit-level standards are designed for the student to complete all standards through their completion of a program of study. These standards are intended to guide curriculum objectives for a program of study.

The standards are organized as follows:

- **Content Standards** are general statements that identify major areas of knowledge, understanding, and the skills students are expected to learn in key subject and career areas by the end of the program.
- **Performance Standards** follow each content standard. Performance standards identify the more specific components of each content standard and define the expected abilities of students within each content standard.
- **Performance Indicators** are very specific criteria statements for determining whether a student meets the performance standard. Performance indicators may also be used as learning outcomes, which teachers can identify as they plan their program learning objectives.

The crosswalk and alignment section of the document shows where the performance indicators support the Nevada Academic Content Standards. Where correlation with an academic content standard exists, students in the Interior Design program perform learning activities that support, either directly or indirectly, achievement of the academic content standards that are listed.

All students are encouraged to participate in the career and technical student organization (CTSO) that relates to the Interior Design program. CTSOs are co-curricular national organizations that directly reinforce learning in the CTE classroom through curriculum resources, competitive events, and leadership development. CTSOs provide students the ability to apply academic and technical knowledge, develop communication and teamwork skills, and cultivate leadership skills to ensure college and career readiness.

The Employability Skills for Career Readiness identify the “soft skills” needed to be successful in all careers and must be taught as an integrated component of all CTE course sequences. These standards are available in a separate document.

The **Standards Reference Code** is only used to identify or align performance indicators listed in the standards to daily lesson plans, curriculum documents, or national standards. The Standards Reference Code is an abbreviated name for the program, and the content standard, performance standard and performance indicator are referenced in the program standards. This abbreviated code for identifying standards uses each of these items. For example, ID is the Standards Reference Code for Interior Design. For Content Standard 2, Performance Standard 3, and Performance Indicator 4 the Standards Reference Code would be ID.2.3.4.

**CONTENT STANDARD 1.0: EXPLORE CAREERS AND PROFESSIONAL PRACTICES IN INTERIOR DESIGN**

**PERFORMANCE STANDARD 1.1: DESCRIBE THE HISTORY, CURRENT AND PROJECTED TRENDS IN THE INTERIOR DESIGN PROFESSION**

- 1.1.1 Research current and projected trends with reference to professional standards
- 1.1.2 Examine historical trends in architecture, interiors, and furnishings (e.g., housing, museums, historical landmarks, etc.)

**PERFORMANCE STANDARD 1.2: ANALYZE CAREER PATHS AND OPPORTUNITIES**

- 1.2.1 Explore career opportunities in the interior design profession (e.g., residential, commercial, hospitality, retail, healthcare, merchandising, etc.)
- 1.2.2 Determine preparation requirements for various areas of employment in interior design
- 1.2.3 Determine how interests, abilities, personal priorities and family responsibilities affect career choice

**PERFORMANCE STANDARD 1.3: EXPLORE OPPORTUNITIES FOR ENTREPRENEURIAL ENDEAVORS**

- 1.3.1 Describe the entrepreneurial opportunities in the interior design profession
- 1.3.2 Explain the personal characteristics of a successful entrepreneur
- 1.3.3 Identify the advantages and disadvantages of owning a business
- 1.3.4 Identify the components of a business plan
- 1.3.5 Research the legal requirements and resources needed for starting a business

**PERFORMANCE STANDARD 1.4: DEMONSTRATE AWARENESS OF REGISTRATION REQUIREMENTS FOR PROFESSIONAL ORGANIZATIONS**

- 1.4.1 Describe the process for certification by the National Council of Interior Design (NCIDQ)
- 1.4.2 Describe the registration requirements of Nevada State Board of Architecture, Interior Design and Residential Design (NSBAIDRD)
- 1.4.3 Explore student and professional organizations associated with interior design
- 1.4.4 Participate in a student and/or professional organization function

**PERFORMANCE STANDARD 1.5: EXAMINE LOCAL, STATE, NATIONAL AND GLOBAL LEGISLATION AND REGULATION**

- 1.5.1 Differentiate between local, state, national and global economies
- 1.5.2 Examine the effects of the economic climate on the business of interior design
- 1.5.3 Review legislation and regulation governing the professional practice of providing interior design services

**CONTENT STANDARD 2.0: EXPLORE DESIGN FUNDAMENTALS****PERFORMANCE STANDARD 2.1: UTILIZE ELEMENTS OF DESIGN**

- 2.1.1 Discuss the many meanings of the word design and how designers refer to design
- 2.1.2 Describe the three characteristics of design (i.e., function, construction and aesthetics)
- 2.1.3 Explain and use the basic elements of design or “tools” used to create a design (i.e., line, shape, form, space, texture, pattern and color)
- 2.1.4 Discuss color as an element of design (e.g., psychological, social, physical, etc.)
- 2.1.5 Differentiate between shape and form (i.e., realistic, abstract, geometric and free)
- 2.1.6 Investigate the use of space (i.e., positive and negative space) and mass (i.e., high and low)
- 2.1.7 Discuss pattern, the application of color, lines, shapes and design to create visual interest
- 2.1.8 Produce visual examples of each of the elements of design and explain their function

**PERFORMANCE STANDARD 2.2: ANALYZE COLOR AND ITS EFFECTS IN DESIGN**

- 2.2.1 Evaluate color characteristics (i.e., hue, value, tint, shade, tone, value scale, intensity, complement, neutrals and pigment)
- 2.2.2 Analyze the relationships between colors on the color wheel (i.e., primary colors, secondary colors and tertiary/intermediate colors)
- 2.2.3 Discuss common color associations (e.g., green for envy, red for love, etc.)
- 2.2.4 Discuss the use of color in different cultures
- 2.2.5 Discuss color organizations and color trend forecasters (e.g., Pantone, Color Marketing Group, Color Association of the United States, etc.)
- 2.2.6 Discuss the color spectrum (i.e., anatomy of color, visible light and the electromagnetic spectrum)
- 2.2.7 Create an example of each of the color harmonies (i.e., monochromatic, analogous, triadic color schemes, complementary, neutral, accented neutral, double-complementary and split complementary)
- 2.2.8 Discuss how choosing the right colors influences human behavior and affects health, mood, learning, lifestyle, and function of the room

**PERFORMANCE STANDARD 2.3: INVESTIGATE TEXTILES FOR ENVIRONMENTS**

- 2.3.1 Communicate using appropriate textile terminology for production and construction (e.g., polymer, extrusion process, spinneret, tufted, needle punching, tanning, calendaring, railroading, napping, one-way design, warp, weft, wales, yarn, etc.)
- 2.3.2 Compare and contrast synthetic and natural fibers
- 2.3.3 Analyze factors about fiber, yarn, and fabric manufacturing for use in textile products for residential and commercial environments (e.g., processes for creating fibers, yarns, fabrics, performance characteristics, etc.)
- 2.3.4 Identify different types of fabric (e.g., toile, chambray, chintz, corduroy, etc.)
- 2.3.5 Evaluate textiles and finishes for quality construction
- 2.3.6 Explore fabric modifications in design (i.e., structural and applied), dyes (e.g., stock dyeing, solution dyeing, yarn dyeing, piece dyeing, etc.), and finishes
- 2.3.7 Evaluate characteristics of textiles for use and care in residential and commercial environments for flooring, upholstery, and window treatments
- 2.3.8 Describe the purpose of a fabric showroom
- 2.3.9 Summarize the key features of textile consumer protection laws (e.g., Textile Fiber Products Identification Act, Wool Products Labeling Act, Flammable Fabrics Act, etc.)
- 2.3.10 Create a visual interest board with examples of textiles: including colors, prints, designs, textures

**PERFORMANCE STANDARD 2.4: UTILIZE THE PRINCIPLES OF DESIGN**

- 2.4.1 Explain the basic principles of design or “the rules or guidelines of design” (i.e., proportion, scale, balance, rhythm, emphasis/focal point and harmony)
- 2.4.2 Describe how proportion is the ratio/fraction of the parts to the whole and the conditions in which proportion is used most effectively (e.g., the most effective ratios: Golden Mean; 2:3, Golden Section Ratio; 5:8, Golden Rectangle Ratio 1:1.618 and most ineffective 1:2, etc.)
- 2.4.3 Discuss the relationship of scale to a design and to surrounding areas (AKA visual weight)
- 2.4.4 Evaluate the types of balance and how they are used to create feelings in a room (i.e., symmetrical/formal, asymmetrical/informal and radial balance)
- 2.4.5 Demonstrate how focal point gives order and direction to a room
- 2.4.6 Investigate examples of rhythm (i.e., repetition, gradation, radiation, opposition and transition)
- 2.4.7 Produce visual examples of each of the principles of design and explain their function



**PERFORMANCE STANDARD 2.5: COMPARE AND CONTRAST DESIGN**

- 2.5.1 Describe structural design
- 2.5.2 Discuss the meaning of “form follows function”
- 2.5.3 Examine types of decorative design (i.e., naturalistic/realistic, conventional/stylized, geometric and abstract)
- 2.5.4 Compare and contrast structural and decorative design together with the principles and elements of design to form a solid base from which to judge any design
- 2.5.5 Recognize the power of discernment and ways to train the eye (e.g., visit public buildings or use virtual tours through different styles of buildings, walk through residential interiors, analyze the media, observe nature, seek education, etc.)
- 2.5.6 Investigate ideas that appeal as a personal source of inspiration towards finding one’s unique personal style (e.g., pare back, rearrange what you already have, think “need,” “not,” “want,” simplify and organize, cultivate creativity, personalize, cultivate good taste, etc.)
- 2.5.7 Compare and contrast how the established styles of interior design form the basis for making decisions for a personal interior design style (e.g., Authentic historic/period styles, Formal Traditional, Informal Traditional/Colonial/or American Country, Informal European, Casual Contemporary, Asian/Oriental, International Modern, Organic Modern/Craftsman Style/Arts and Crafts, Scandinavian Modern, Retro Modern, Contemporary Organic, Influences of Art Nouveau and Art Deco, Eclectic design, Thematic interior design, etc.)
- 2.5.8 Compare and contrast two different styles of design for a specific room

**PERFORMANCE STANDARD 2.6: DEMONSTRATE PROFESSIONAL PRESENTATION TECHNIQUES**

- 2.6.1 Explore various methods of interior design presentation
- 2.6.2 Evaluate the principles and elements of design in presentations
- 2.6.3 Develop a resource file for a design plan (e.g., for inspiration, ideas, samples, etc.)
- 2.6.4 Analyze professional lettering and labeling (e.g., block/architectural lettering, legends, keys, etc.)
- 2.6.5 Demonstrate effective communication skills (e.g., interviewing, listening, paraphrasing, etc.)
- 2.6.6 Demonstrate the elements of appropriate visual presentation (e.g., materials, finishes, color schemes, balance in positive and negative space, straight/squared edges, mounting, electronic/digital, etc.)
- 2.6.7 Develop effective overall design concepts of visuals and samples (e.g., wall coverings, floor treatments, window treatments, furniture covering, renderings, pictures, visuals of the design: furniture, lighting, accessories, etc.)
- 2.6.8 Gather and assess client information (e.g., characteristics, needs, wants, environment, atmosphere, ambiance, etc.)
- 2.6.9 Determine that all measurements have been taken with the appropriate equipment and are accurate

**PERFORMANCE STANDARD 2.7: DEVELOP AND WORK WITHIN A BUDGET TO CREATE A DESIGN PLAN**

- 2.7.1 Research and compare costs for appropriate materials for backgrounds, furnishings, and accessories (e.g., retail stores, warehouses, discount stores, boutiques, markets and marts, suppliers, etc.)
- 2.7.2 Analyze the cost of materials based on room measurements
- 2.7.3 Determine preliminary budget (e.g., materials, supplies, furnishings, labor, fees, taxes, unexpected costs, revisions, etc.)
- 2.7.4 Examine ways to maximize the budget (e.g., reuse, recycle, refurbish, etc.)
- 2.7.5 Utilize appropriate tools to itemize a budget proposal, invoice, and timeline

**PERFORMANCE STANDARD 2.8: PRESENT A COMPLETED INTERIOR DESIGN PLAN**

- 2.8.1 Utilize, where appropriate, perspective, pictorial drawing, rendering, overlay, sample board
- 2.8.2 Illustrate design ideas utilizing a variety of methods, (e.g., drawing, computer-aided drafting, etc.)
- 2.8.3 Create professional presentations with all supporting materials (e.g., sample boards, computer models, etc.)
- 2.8.4 Perform a formal presentation of a completed design project for a simulated client
- 2.8.5 Describe methods of addressing and resolving client objections and concerns

**CONTENT STANDARD 3.0: EXPLORE INFLUENCES THAT AFFECT HOUSING CHOICES****PERFORMANCE STANDARD 3.1: EVALUATE THE INFLUENCE OF NEEDS AND WANTS ON HOUSING CHOICES**

- 3.1.1 Compare and contrast needs as physical or psychological, (e.g., shelter, rest, food, safety, belonging, identity, creativity, etc.)
- 3.1.2 Describe how housing affects quality of life
- 3.1.3 Design a space to fulfill needs and wants for individual, family and multi-generational living

**PERFORMANCE STANDARD 3.2: EVALUATE HOW LIFE CYCLE STAGES IMPACT HOUSING CHOICES**

- 3.2.1 Explore appropriate housing recommendations for each life cycle stage
- 3.2.2 Research factors about region, community and neighborhood home buying trends as they relate to choosing housing
- 3.2.3 Evaluate universal design housing features that meet the needs of all people, including those with special needs

**PERFORMANCE STANDARD 3.3: ANALYZE THE IMPACT OF OTHER FACTORS ON HOUSING CHOICES**

- 3.3.1 Discuss how lifestyle, culture, values, and status relate to housing choices
- 3.3.2 Research social trends and cultural influences and traditions that affect housing
- 3.3.3 Examine the range of available options in housing design

**CONTENT STANDARD 4.0: EVALUATE RESIDENTIAL DESIGN****PERFORMANCE STANDARD 4.1: INVESTIGATE ALTERNATIVES IN RESIDENTIAL DESIGN**

- 4.1.1 Explore different categories of residential living environments (e.g., single family, townhouse, apartment, condo, mobile home and future trends: container homes, small house, tiny home movement, etc.)
- 4.1.2 Analyze factors that impact housing decisions (e.g., location, climate, cost, lifestyle, availability, career, etc.)
- 4.1.3 Compare and contrast custom, semi-custom and tract housing
- 4.1.4 Compare and contrast the cost of remodeling versus new construction
- 4.1.5 Evaluate how The Principles of Universal Design are used in various residential options (e.g., ageing in place, physical abilities, special needs, etc.)
- 4.1.6 Explore sustainable environments

**CONTENT STANDARD 5.0: INVESTIGATE CONSTRUCTION****PERFORMANCE STANDARD 5.1: ANALYZE VARIOUS METHODS OF CONSTRUCTION**

- 5.1.1 Compare and contrast various building materials (e.g., stucco, brick, hard surfaces, paneling, foam, etc.)
- 5.1.2 Describe the roles of the developer, architect, contractor, subcontractor, and laborer in the home-building process
- 5.1.3 Describe the role of each component of the basic structure, (e.g., foundation, framing, walls, roof, windows, panel box, meter, septic tank, etc.)
- 5.1.4 Recognize symbols used in architectural plans
- 5.1.5 Compare and contrast different types of construction (i.e., conventional, modular and manufactured)

**PERFORMANCE STANDARD 5.2: EXAMINE INTERIOR SYSTEMS**

- 5.2.1 Describe the various interior environmental control systems used in housing, (i.e., plumbing, electrical, receptacle, thermostat, climate control, heating, ventilation and air conditioning (HVAC), lighting, communication, security, and automation or “smart home”)
- 5.2.2 Recognize symbols used in architectural plans
- 5.2.3 Explore new technology in housing systems

**PERFORMANCE STANDARD 5.3: ANALYZE ENERGY EFFICIENCY**

- 5.3.1 Compare and contrast renewable and non-renewable energy resources
- 5.3.2 Describe the features of an energy-efficient structure (e.g., water conservation, alternative power sources, etc.)
- 5.3.3 Describe ways to retrofit and/or modify a structure for energy efficiency (e.g., weather stripping, caulking, thermal doors and windows, full insulation, thermal blanket, etc.)

**CONTENT STANDARD 6.0: EXPLORE ARCHITECTURE****PERFORMANCE STANDARD 6.1: IDENTIFY AMERICAN ADAPTATIONS ON ARCHITECTURAL DESIGN**

- 6.1.1 Discuss how the characteristics of structures evolved as a result of historical events, culture, climate, resources, and technology
- 6.1.2 Describe features derived from the early Native American, English, German, Dutch, Spanish, Swedish, and French homes
- 6.1.3 Identify architectural style (e.g., Log Cabin, Tudor, Spanish, Salt Box, Cape Cod, Georgian, Federal, Greek, Victorian, Prairie, Craftsman/Bungalow, Contemporary/Modern, Roman, etc.)
- 6.1.4 Summarize the development of architectural styles throughout history, including Traditional (both folk and classic), Modern, and Contemporary house styles
- 6.1.5 Distinguish different styles of roofs, doors, windows, columns, moldings, stairways, porches, shutters, and other decorative elements
- 6.1.6 Discuss the value of historical preservation and restoration
- 6.1.7 Explore how design trends are revived from classic designs

**CONTENT STANDARD 7.0: DEVELOP SPACE PLANNING SKILLS****PERFORMANCE STANDARD 7.1: DEMONSTRATE SPACE PLANNING**

- 7.1.1 Examine the elements of a typical floor plan (i.e., symbols, scale and measurements)
- 7.1.2 Examine the elements of a typical floor plan with furniture (i.e., activity zones, traffic patterns and furniture arrangement)
- 7.1.3 Demonstrate fundamental space planning techniques (e.g., understanding and accurately using measuring equipment, conversions for scaling, etc.)
- 7.1.4 Create a furniture plan based on a client's needs and principles of design (e.g., activity, clearance, traffic zones, focal point, etc.)
- 7.1.5 Produce a two-dimensional elevation ( $\frac{1}{2}$ " scale) of a focal point wall including full width and height walls, architectural details, furnishings, fixtures, and colors

**PERFORMANCE STANDARD 7.2: DEMONSTRATE FLOOR PLAN DEVELOPMENT AND SKILLS**

- 7.2.1 Develop a  $\frac{1}{4}$ " scale floor plan using appropriate symbols and tools
- 7.2.2 Justify placement of architectural details (e.g., window, fireplace, closets, electrical outlets, etc.)
- 7.2.3 Develop a furniture arrangement to scale, utilizing furniture templates and ensuring adequate standard clearance spaces
- 7.2.4 Describe the importance of computer-aided drafting and design in creating blueprints and floor plans
- 7.2.5 Design a floor plan with furniture using technology
- 7.2.6 Create two different plans using the same floor plan and furniture templates
- 7.2.7 Evaluate how to select appropriate furnishings (i.e., steps: identify needs and wants, determine budget, prioritize needs, identify lifestyle, identify personal style and determine preferences)
- 7.2.8 Examine the use of multipurpose furniture (e.g., sofa bed for sitting or sleeping, highchair to a table, etc.) and unassembled furniture

**PERFORMANCE STANDARD 7.3: EXPLORE SPACE PLANNING CONSIDERATIONS FOR SPECIFIC AREAS**

- 7.3.1 Explore purposes and trends in residential spaces (i.e., hallways, entryways, foyers, and stairs; dining rooms, great rooms and libraries; bedrooms and master suites; children’s rooms; kitchens; outdoor living spaces, porches, patios, gazebos; laundry rooms; mud rooms, garages, closets, pantries, attics, crawl spaces and others)
- 7.3.2 Evaluate designs for meeting needs, welcoming atmosphere, focal point, activity, lighting, electrical, ventilation, acoustics, formal vs. informal, circulation, transition space, storage, safety, security, maintenance, amenities
- 7.3.3 Create a scale model stairway that encourages an experience/fond memory while meeting budget and space demands (e.g., grand staircase, glamorous entrance, a sense of home, etc.)
- 7.3.4 Explore space planning for adjacent activities (e.g., kitchen near dining, dining near living, kitchen near barbeque, etc.)
- 7.3.5 Produce a design plan for a preferred dining room size such as 10’x14’ (i.e., dining table seating for six, hutch, corner cabinet, serving cart, lighting fixture and color scheme)
- 7.3.6 Create a design for a bedroom, complete with a floorplan, color scheme, style, and furniture arrangement
- 7.3.7 Produce a design for a master suite
- 7.3.8 Describe how spare bedrooms are often used as home offices, studies, exercise rooms, craft/sewing spaces, guest rooms
- 7.3.9 Create age-appropriate room designs for children (i.e., infant, toddler, preschooler, school age and adolescent)
- 7.3.10 Produce a design for an adolescent’s bedroom using a minimum of four considerations of needs
- 7.3.11 Plan a bathroom
- 7.3.12 Explore the different zones in kitchens and the work triangle (refrigerator, stove and clean-up sink)
- 7.3.13 Describe the features of efficient kitchen design layouts (i.e., island, U-shaped, L-shaped, peninsula, single wall and galley/corridor)
- 7.3.14 Explore standards and recommendations related to kitchen and bath design (e.g., Universal Design, National Kitchen and Bath Association, etc.)
- 7.3.15 Plan a kitchen for a family of six made up of six individuals of various ages, at least one of whom has a special need (e.g., hearing, visual, physical or other impairment) using The Principles of Universal Design
- 7.3.16 Explain measurement standards associated with kitchen cabinetry and appliances
- 7.3.17 Produce a design for a living and adjacent outdoor space
- 7.3.18 Recommend storage solutions for each room in a floor plan
- 7.3.19 Explore standards and recommendations related to laundry areas (e.g., The Principles of Universal Design, National Kitchen and Bath Association, etc.)
- 7.3.20 Produce a laundry room floor plan that includes lighting, flooring, storage, wash sink, line drying and location in relationship to the rest of the facility



**CONTENT STANDARD 8.0: EVALUATE THE SELECTION OF FURNITURE, LIGHTING, APPLIANCES AND BACKGROUNDS**

**PERFORMANCE STANDARD 8.1: EVALUATE FURNITURE**

- 8.1.1 Analyze a variety of furniture styles including early American, Chippendale, Queen Anne, French, Sheraton, Hepplewhite, Duncan Phyfe, Shaker, Victorian, Modern and Contemporary
- 8.1.2 Identify furniture types (i.e., chairs, tables, upholstered pieces, case goods, soft and hard goods)
- 8.1.3 Analyze various materials and techniques used in furniture construction
- 8.1.4 Evaluate a piece of furniture for quality construction
- 8.1.5 Design and sketch a scale model quality piece of furniture and present it using a concept presentation drawing and material board
- 8.1.6 Construct a scale model of a furniture design

**PERFORMANCE STANDARD 8.2: EVALUATE APPLIANCES**

- 8.2.1 Describe aesthetic and technological trends in appliances
- 8.2.2 Describe the roles of emerging technologies in the design of interior spaces (e.g., voice activation, sensors, three-dimensional printing, etc.)
- 8.2.3 Describe the pros and cons of an ideal personalized, intelligent environment

**PERFORMANCE STANDARD 8.3: EVALUATE LIGHTING**

- 8.3.1 Describe the purpose of lighting (e.g., general, accent, task, artificial, natural, direct, indirect, etc.)
- 8.3.2 Describe how lighting affects the atmosphere of interiors and of human wellbeing.
- 8.3.3 Identify the types of light sources (e.g., incandescent, fluorescent, halogen, LED, etc.)
- 8.3.4 Determine fixtures used to achieve general, accent, and task lighting
- 8.3.5 Describe how color and texture affect the amount and quality of reflected light
- 8.3.6 Investigate various types of lighting controls (e.g., dimmers, motion sensors, emerging technologies, etc.)
- 8.3.7 Discuss how lighting showrooms provide demonstrations of a variety of lighting solutions

**PERFORMANCE STANDARD 8.4: EVALUATE WALL TREATMENTS**

- 8.4.1 Evaluate wall treatments for type, quality, price, care, durability and fire rating
- 8.4.2 Explore wall treatments for interiors (i.e., wallpaper, faux finish, stenciling, stamping, wallpaper, paint, fabric, molding, wainscoting, paneling, murals, bead board, tile, metal, stone, wood and trending products)
- 8.4.3 Calculate materials needed for a wall treatment using a standard formula
- 8.4.4 Describe the purpose of wallcovering showrooms

**PERFORMANCE STANDARD 8.5: EVALUATE WINDOWS AND DOORS**

- 8.5.1 Identify types of windows
- 8.5.2 Identify types of doors
- 8.5.3 Evaluate window treatments and hardware for quality, price, care, durability, and energy efficiency
- 8.5.4 Recommend appropriate window treatments for room use
- 8.5.5 Calculate materials needed for a window treatment using a standard formula

**PERFORMANCE STANDARD 8.6: EVALUATE FLOORING**

- 8.6.1 Evaluate flooring for quality construction, price, care, durability, and life cycle
- 8.6.2 Calculate the amount of flooring needed using a standard formula
- 8.6.3 Evaluate flooring materials for specific client needs (e.g., mood, ergonomics, health, safety, acoustics, anthropometrics, etc.)
- 8.6.4 Describe the purpose of flooring materials showrooms

**PERFORMANCE STANDARD 8.7: EVALUATE CEILING TREATMENTS**

- 8.7.1 Compare and contrast types of ceilings and ceiling materials
- 8.7.2 Recommend appropriate ceiling treatment for room use, acoustics and energy conservation
- 8.7.3 Calculate the amount of materials needed using a standard formula

**CONTENT STANDARD 9.0: EVALUATE COMMERCIAL DESIGN****PERFORMANCE STANDARD 9.1: EXAMINE GENERAL CONSIDERATIONS OF COMMERCIAL DESIGN**

- 9.1.1 Evaluate the needs of different categories of commercial design (e.g., corporate identity, “form follows function”, psychology of space planning, ergonomics, etc.)
- 9.1.2 Review local, state, national, and international building codes and local health department requirements (e.g., fire, International Building Code (IBC), Building Officials and Code Administrators International (BOCA), National Fire Protection Association (NFPA), etc.)
- 9.1.3 Explore safety and accessibility requirements for universal design (e.g., Americans Disability Act (ADA), Occupational Safety and Health Administration (OSHA), etc.)
- 9.1.4 Examine the aesthetics that demonstrate the Elements and Principles of Design (e.g., lighting, color, texture, etc.)
- 9.1.5 Explore sustainability practices (e.g., Green Initiatives, Leadership in Energy & Environmental Design (LEED), etc.)

**PERFORMANCE STANDARD 9.2: EXPLORE THE VARIOUS TYPES OF COMMERCIAL DESIGN SPECIALTIES**

- 9.2.1 Research different types of facilities (e.g., hotels/restaurants/hospitality, storefront/retail, offices, healthcare, recreation, government/institutional/education, staging/styling/merchandising, etc.)
- 9.2.2 Assess how an interior designer acts as a liaison during contract administration between the contractors and the developer
- 9.2.3 Explore interior designers in the community who specialize in commercial projects
- 9.2.4 Create a commercial design project which includes a visual presentation and financial proposal (i.e., sketch with written concept statement, color/materials/finish board, floorplan, elevations, perspective, and proposal with budget)

**CONTENT STANDARD 10.0: ANALYZE AND DEMONSTRATE BUSINESS OPERATIONS**

**PERFORMANCE STANDARD 10.1: EXPLORE BUSINESS PRINCIPLES AND PRACTICES**

- 10.1.1 Describe how to conduct a preliminary interview and identify client expectations
- 10.1.2 Prepare a letter of agreement, including a scope of services, and remuneration terms
- 10.1.3 Prepare a client sales order and a market purchase order
- 10.1.4 Create a system for tracking sales, orders, delivery/installation, completion of project through sign-off, client appreciation gift and photographic documentation
- 10.1.5 Produce a project completion evaluation
- 10.1.6 Describe team recognition activities at the completion of projects (e.g., thank you note, gift card, celebrations, parties, etc.)
- 10.1.7 Visit and/or interview a registered interior designer

**PERFORMANCE STANDARD 10.2: EXAMINE MODELS OF BUSINESS OPERATIONS**

- 10.2.1 Analyze procedures for establishing a business entity (i.e., fictitious name, business license and resale number)
- 10.2.2 Investigate services that may be required in the operation of a business (e.g., legal, accounting, bookkeeping, operational support, etc.)
- 10.2.3 Characterize the domains of responsibility when collaborating with various trades

**PERFORMANCE STANDARD 10.3: DESCRIBE MARKETING STRATEGIES FOR INTERIOR DESIGN BUSINESSES**

- 10.3.1 Explore various marketing strategies, demographics, and trends
- 10.3.2 Critique current marketing trends and practices (e.g., social media, websites, targeted internet advertising, etc.)

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**CROSSWALKS AND ALIGNMENTS****CROSSWALKS (ACADEMIC STANDARDS)**

The crosswalk of the Interior Design Standards shows links to the Nevada Academic Content Standards. The crosswalk identifies the performance indicators in which the learning objectives in the Interior Design program support academic learning. The performance indicators are grouped according to their content standard and are crosswalked to the Nevada Academic Content Standards in English Language Arts, Mathematics, and Science.

**ALIGNMENTS (MATHEMATICAL PRACTICES)**

In addition to correlation with the Nevada Academic Content Standards for Mathematics, many performance indicators support the Mathematical Practices. The following table illustrates the alignment of the Interior Design Standards Performance Indicators and the Mathematical Practices. This alignment identifies the performance indicators in which the learning objectives in the Interior Design program support academic learning.

**ALIGNMENTS (SCIENCE AND ENGINEERING PRACTICES)**

In addition to correlation with the Nevada Academic Content Standards for Science, many performance indicators support the Science and Engineering Practices. The following table illustrates the alignment of the Interior Design Standards Performance Indicators and the Science and Engineering Practices. This alignment identifies the performance indicators in which the learning objectives in the Interior Design program support academic learning.

**CROSSWALKS (COMMON CAREER TECHNICAL CORE)**

The crosswalk of the Interior Design Standards shows links to the Common Career Technical Core. The crosswalk identifies the performance indicators in which the learning objectives in the Interior Design program support the Common Career Technical Core. The Common Career Technical Core defines what students should know and be able to do after completing instruction in a program of study. The Interior Design Standards are crosswalked to the Architecture & Construction Career Cluster™ Career Cluster™ and the Design/Pre-construction Career Pathway.

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**CROSSWALK OF INTERIOR DESIGN STANDARDS  
AND THE NEVADA ACADEMIC CONTENT STANDARDS**

**CONTENT STANDARD 1.0: EXPLORE CAREERS AND PROFESSIONAL PRACTICES IN INTERIOR DESIGN**

Performance Indicators	Nevada Academic Content Standards
1.1.1	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b> WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><b>English Language Arts: Speaking and Listening Standards</b> SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
1.2.1	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b> WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>



Performance Indicators	Nevada Academic Content Standards
1.3.5	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>                      RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>                      WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><b>English Language Arts: Speaking and Listening Standards</b>                      SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
1.5.1	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>                      RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>                      WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
1.5.2	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>                      RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>                      WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>

CONTENT STANDARD 2.0: EXPLORE DESIGN FUNDAMENTALS

Performance Indicators	Nevada Academic Content Standards
2.1.1	<p><b>English Language Arts: Speaking and Listening Standards</b>                      SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>
2.1.2	<p><b>English Language Arts: Speaking and Listening Standards</b>                      SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
2.1.3	<p><b>English Language Arts: Speaking and Listening Standards</b>                      SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
2.1.4	<p><b>English Language Arts: Speaking and Listening Standards</b>                      SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>
2.1.5	<p><b>English Language Arts: Speaking and Listening Standards</b>                      SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>
2.1.6	<p><b>English Language Arts: Speaking and Listening Standards</b>                      SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>
2.1.7	<p><b>English Language Arts: Speaking and Listening Standards</b>                      SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>
2.1.8	<p><b>English Language Arts: Speaking and Listening Standards</b>                      SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>

Performance Indicators	Nevada Academic Content Standards
2.2.1	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b> WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
2.2.2	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b> WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
2.2.3	<p><b>English Language Arts: Speaking and Listening Standards</b> SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>
2.2.4	<p><b>English Language Arts: Speaking and Listening Standards</b> SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>
2.2.5	<p><b>English Language Arts: Speaking and Listening Standards</b> SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>
2.2.6	<p><b>English Language Arts: Speaking and Listening Standards</b> SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>
2.2.8	<p><b>English Language Arts: Speaking and Listening Standards</b> SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>

Performance Indicators	Nevada Academic Content Standards
2.3.1	<p><b>English Language Arts: Speaking and Listening Standards</b>                      SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)</p>
2.3.2	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>                      RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
2.3.3	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>                      RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>                      WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
2.3.8	<p><b>English Language Arts: Speaking and Listening Standards</b>                      SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>
2.4.1	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>                      RST.11-12.6 Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>                      WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
2.4.2	<p><b>English Language Arts: Speaking and Listening Standards</b>                      SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
2.4.3	<p><b>English Language Arts: Speaking and Listening Standards</b>                      SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>
2.4.4	<p><b>English Language Arts: Speaking and Listening Standards</b>                      SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>

Performance Indicators	Nevada Academic Content Standards
2.5.1	<p><b>English Language Arts: Speaking and Listening Standards</b>            SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>
2.5.2	<p><b>English Language Arts: Speaking and Listening Standards</b>            SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>
2.6.2	<p><b>English Language Arts: Speaking and Listening Standards</b>            SL.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>
2.6.5	<p><b>English Language Arts: Speaking and Listening Standards</b>            SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>
2.6.8	<p><b>English Language Arts: Speaking and Listening Standards</b>            SL.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)</p>
2.7.1	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>            RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>            WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>

Performance Indicators	Nevada Academic Content Standards
2.8.4	<p><b>English Language Arts: Speaking and Listening Standards</b></p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)</p>
2.8.5	<p><b>English Language Arts: Speaking and Listening Standards</b></p> <p>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>

## CONTENT STANDARD 3.0: EXPLORE INFLUENCES THAT AFFECT HOUSING CHOICES

Performance Indicators	Nevada Academic Content Standards
3.1.1	<p><b>English Language Arts: Speaking and Listening Standards</b>            SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>
3.2.1	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>            RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>
3.2.2	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>            RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>
3.2.3	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>            RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>
3.3.1	<p><b>English Language Arts: Speaking and Listening Standards</b>            SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>
3.3.2	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>            RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>

CONTENT STANDARD 4.0: EVALUATE RESIDENTIAL DESIGN

Performance Indicators	Nevada Academic Content Standards
4.1.1	<p><b>English Language Arts: Speaking and Listening Standards</b>                      SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>
4.1.2	<p><b>English Language Arts: Speaking and Listening Standards</b>                      SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>
4.1.3	<p><b>English Language Arts: Speaking and Listening Standards</b>                      SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>
4.1.4	<p><b>English Language Arts: Speaking and Listening Standards</b>                      SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>
4.1.5	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>                      RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>                      WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><b>English Language Arts: Speaking and Listening Standards</b>                      SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>
4.1.6	<p><b>English Language Arts: Speaking and Listening Standards</b>                      SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>



## CONTENT STANDARD 5.0: INVESTIGATE CONSTRUCTION

Performance Indicators	Nevada Academic Content Standards
5.1.1	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p><b>English Language Arts: Speaking and Listening Standards</b> SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>
5.1.2	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p><b>English Language Arts: Speaking and Listening Standards</b> SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>
5.1.3	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p><b>English Language Arts: Speaking and Listening Standards</b> SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>
5.1.4	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p>
5.1.5	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p><b>English Language Arts: Speaking and Listening Standards</b> SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>

Performance Indicators	Nevada Academic Content Standards
5.2.1	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>                      RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p><b>English Language Arts: Speaking and Listening Standards</b>                      SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>
5.2.2	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>                      RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p>
5.2.3	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>                      RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>                      WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><b>English Language Arts: Speaking and Listening Standards</b>                      SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>
5.3.1	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>                      RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>                      WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><b>English Language Arts: Speaking and Listening Standards</b>                      SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>

Performance Indicators	Nevada Academic Content Standards
5.3.2	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>                      RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Speaking and Listening Standards</b>                      SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>
5.3.3	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>                      RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Speaking and Listening Standards</b>                      SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>

CONTENT STANDARD 6.0: EXPLORE ARCHITECTURE

Performance Indicators	Nevada Academic Content Standards
6.1.1	<p><b>English Language Arts: Speaking and Listening Standards</b>                      SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>
6.1.2	<p><b>English Language Arts: Speaking and Listening Standards</b>                      SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>
6.1.4	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>                      RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>                      WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
6.1.6	<p><b>English Language Arts: Speaking and Listening Standards</b>                      SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>
6.1.7	<p><b>English Language Arts: Speaking and Listening Standards</b>                      SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>

## CONTENT STANDARD 7.0: DEVELOP SPACE PLANNING SKILLS

Performance Indicators	Nevada Academic Content Standards
7.3.2	<p><b>English Language Arts: Speaking and Listening Standards</b>            SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>
7.3.13	<p><b>English Language Arts: Speaking and Listening Standards</b>            SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>
7.3.14	<p><b>English Language Arts: Speaking and Listening Standards</b>            SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>
7.3.18	<p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>            WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
7.3.19	<p><b>English Language Arts: Speaking and Listening Standards</b>            SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>

**CONTENT STANDARD 8.0: EVALUATE THE SELECTION OF FURNITURE, LIGHTING, APPLIANCES AND BACKGROUNDS**

Performance Indicators	Nevada Academic Content Standards
8.1.1	<p><b>English Language Arts: Speaking and Listening Standards</b>                      SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>
8.1.3	<p><b>English Language Arts: Speaking and Listening Standards</b>                      SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>
8.1.5	<p><b>English Language Arts: Speaking and Listening Standards</b>                      SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
8.2.1	<p><b>English Language Arts: Speaking and Listening Standards</b>                      SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>
8.2.2	<p><b>English Language Arts: Speaking and Listening Standards</b>                      SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>
8.2.3	<p><b>English Language Arts: Speaking and Listening Standards</b>                      SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>
8.3.1	<p><b>English Language Arts: Speaking and Listening Standards</b>                      SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>
8.3.2	<p><b>English Language Arts: Speaking and Listening Standards</b>                      SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>

Performance Indicators	Nevada Academic Content Standards
8.3.5	<p><b>English Language Arts: Speaking and Listening Standards</b>            SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>
8.3.7	<p><b>English Language Arts: Speaking and Listening Standards</b>            SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>
8.4.2	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>            RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>            WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
8.5.4	<p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>            WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
8.7.2	<p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>            WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

CONTENT STANDARD 9.0: EVALUATE COMMERCIAL DESIGN

Performance Indicators	Nevada Academic Content Standards
9.1.1	<p><b>English Language Arts: Speaking and Listening Standards</b>                      SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>
9.1.2	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>                      RST.11-12.6 Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>                      WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
9.1.3	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>                      RST.11-12.6 Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>                      WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
9.1.5	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>                      RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>                      WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>



Performance Indicators	Nevada Academic Content Standards
9.2.1	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>  RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>  WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><b>English Language Arts: Speaking and Listening Standards</b>  SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>

**CONTENT STANDARD 10.0: ANALYZE AND DEMONSTRATE BUSINESS OPERATIONS**

Performance Indicators	Nevada Academic Content Standards
10.1.1	<p><b>English Language Arts: Speaking and Listening Standards</b>                      SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>
10.1.2	<p><b>English Language Arts: Language Standards</b>                      L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                      L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                      L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>                      WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
10.1.3	<p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>                      WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
10.1.5	<p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>                      WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
10.1.6	<p><b>English Language Arts: Speaking and Listening Standards</b>                      SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>
10.1.7	<p><b>English Language Arts: Speaking and Listening Standards</b>                      SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.                      SL.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>

Performance Indicators	Nevada Academic Content Standards
10.2.1	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b> WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><b>English Language Arts: Speaking and Listening Standards</b> SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>
10.2.2	<p><b>English Language Arts: Speaking and Listening Standards</b> SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>
10.3.1	<p><b>English Language Arts: Speaking and Listening Standards</b> SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>
10.3.2	<p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b> WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>

**ALIGNMENT OF INTERIOR DESIGN STANDARDS  
AND THE MATHEMATICAL PRACTICES**

Mathematical Practices	Interior Design Performance Indicators
1. Make sense of problems and persevere in solving them.	2.7.2, 2.7.3
2. Reason abstractly and quantitatively.	2.7.2, 2.7.3
3. Construct viable arguments and critique the reasoning of others.	
4. Model with mathematics.	7.1.3; 7.2.3
5. Use appropriate tools strategically.	2.6.9; 2.7.2, 2.7.3, 2.7.5 8.4.3; 8.5.5; 8.6.2; 8.7.3
6. Attend to precision.	8.4.3; 8.5.5; 8.6.2; 8.7.3
7. Look for and make use of structure.	
8. Look for and express regularity in repeated reasoning.	

**ALIGNMENT OF INTERIOR DESIGN STANDARDS  
AND THE SCIENCE AND ENGINEERING PRACTICES**

Science and Engineering Practices	Interior Design Performance Indicators
1. Asking questions (for science) and defining problems (for engineering).	
2. Developing and using models.	5.3.1 – 5.3.3
3. Planning and carrying out investigations.	
4. Analyzing and interpreting data.	
5. Using mathematics and computational thinking.	8.4.3; 8.5.5; 8.6.2; 8.7.3
6. Constructing explanations (for science) and designing solutions (for engineering).	
7. Engaging in argument from evidence.	
8. Obtaining, evaluating, and communicating information.	

**CROSSWALKS OF INTERIOR DESIGN STANDARDS  
AND THE COMMON CAREER TECHNICAL CORE**

<b>Architecture &amp; Construction Career Cluster™ (AC)</b>	<b>Performance Indicators</b>
1. Use vocabulary, symbols and formulas common to architecture and construction.	2.6.9; 5.1.4; 5.2.2
2. Use architecture and construction skills to create and manage a project.	2.8.1; 9.2.4
3. Comply with regulations and applicable codes to establish and manage a legal and safe workplace.	9.1.2, 9.1.3; 10.2.1, 10.2.2
4. Evaluate the nature and scope of the Architecture & Construction Career Cluster™ and the role of architecture and construction in society and the economy.	9.2.2, 9.2.3
5. Describe the roles, responsibilities and relationships found in the architecture and construction trades and professions, including labor/management relationships.	1.5.1; 5.1.2; 10.1.1 10.1.4-10.1.6; 10.2.3 10.3.1
6. Read, interpret and use technical drawings, documents and specifications to plan a project.	7.2.5; 8.4.3; 8.5.5; 8.6.2 8.7.3
7. Describe career opportunities and means to achieve those opportunities in each of the Architecture & Construction Career Pathways.	1.2.1, 1.2.2; 1.3.1

<b>Design/Pre-construction Career Pathway (AC-DES)</b>	<b>Performance Indicators</b>
1. Justify design solutions through the use of research documentation and analysis of data.	1.1.1; 7.3.2; 8.5.3; 8.6.1 8.6.3; 8.7.2; 9.1.5
2. Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.	2.6.5; 9.2.4
3. Describe the requirements of the integral systems that impact the design of buildings.	8.2.2, 8.2.3
4. Apply building codes, laws and rules in the project design.	9.1.2-9.1.4; 9.2.4
5. Identify the diversity of needs, values and social patterns in project design, including accessibility standards.	2.6.8; 3.2.3; 3.3.1, 3.3.2 4.1.2; 8.2.2, 8.2.3; 9.2.4
6. Apply the techniques and skills of modern drafting, design, engineering and construction to projects.	2.6.9; 9.2.4
7. Employ appropriate representational media to communicate concepts and project design.	2.6.1, 2.6.6, 2.6.7; 2.8.3 7.2.4; 9.2.4
8. Apply standards, applications and restrictions pertaining to the selection and use of construction materials, components and assemblies in the project design.	9.1.2, 9.1.3; 9.2.4