GeorgiaStandards.Org
GATEWAY TO EDUCATION & PROFESSIONAL RESOURCES
One Stop Shop For Teachers

PROGRAM CONCENTRATION: Family and Consumer Sciences
CAREER PATHWAY: Interior Design
COURSE TITLE: Interior Design Internship
PREREQUISITES: Foundations of Interior Design, Interior Design
Furnishings, Materials and Components, Textile Science

Course Description: The internship offers a student in the Interior Design Career Pathway a field experience under the direct supervision of a mentor. The student will develop a portfolio of experiences they have gained in the work place during their internship.

FCS-IDI-1. Students will investigate and secure an internship with a local employer.

a. Interview and establish a suitable mentor and place of work.

Academic Standard:
ELA11LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

FCS-IDI-2. Students will establish a minimum of five goals related to the internship in coordination with their mentor and instructor.

a. Document their goals.
b. Document how they attained their goals.
c. Assess if the end result was the expected outcome of their goal.

Academic Standard:
ELA11LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

FCS-IDI-3. Students will apply Interior Design knowledge and skills as related to the workplace.

a. Discuss the relevancy of academic and technical skills need at the work place.

Academic Standard:
SCSh6 The student will communicate scientific investigations and information clearly.

FCS-IDI-4. Students will identify the impact of social, economical, and environmental impacts on their Interior Design workplace.

a. Analyze the impact to the Interior Design workplace as it relates to local, state, national, and global economies.

Academic Standard:
SCSh8 Students will understand important features of the process of scientific inquiry.

FCS-IDI-5. Students will identify the resources available to their mentor in their workplace.

   a. Discuss any professional organizations that the mentor has found to be resourceful.
   b. Identify professional literature available and resourceful for their mentor.

Academic Standard:
ELA11C2 The student demonstrates understanding of manuscript form, realizing that different forms of writing require different formats.

FCS-IDI-6. Students will identify federal, state, and local regulations applicable to the mentor's place of business.

   a. Analyze legislation, regulations, and public policy affecting the interiors and furnishings industry.
   b. Analyze how security and inventory control strategies, laws and regulations, and worksite policies and procedures affect loss prevention and profit.

Academic Standard:
ELAALRC4 The student establishes a context for information by reading across subject areas.

FCS-IDI-7. Students will develop and demonstrate communication and interpersonal skills in the workplace.

   a. Demonstrate appropriate communication skills when working with co-workers and customers.
   b. Discuss how interpersonal skills are used in the workplace.

Academic Standard:
ELA11C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

Reading Across the Curriculum

Reading Standard Comment
After the elementary years, students engage in reading for learning. This process sweeps across all disciplinary domains, extending even to the area of personal learning.

Students encounter a variety of informational as well as fictional texts, and they experience text in all genres and modes of discourse. In the study of various disciplines of learning (language arts, mathematics, science, social studies), students must learn through reading the communities of discourse of each of those disciplines. Each subject has its own specific vocabulary, and for students to excel in all subjects, they must learn the specific vocabulary of those subject areas in *context*.

Beginning with the middle grades years, students begin to self-select reading materials based on personal interests established through classroom learning. Students become curious about science, mathematics, history, and literature as they form contexts for those subjects related to their personal and classroom experiences. As students explore academic areas through reading, they develop favorite subjects and become confident in their verbal discourse about those subjects.

Reading across curriculum content develops both academic and personal interests in students. As students read, they develop both content and contextual vocabulary. They also build good habits for reading, researching, and learning. The Reading Across the Curriculum standard focuses on the academic and personal skills students acquire as they read in all areas of learning.

CTAE-RC-1 Students will enhance reading in all curriculum areas by:
Reading in All Curriculum Areas
-Read a minimum of 25 grade-level appropriate books per year from a variety of subject disciplines and participate in discussions related to curricular learning in all areas.
-Read both informational and fictional texts in a variety of genres and modes of discourse.
-Read technical texts related to various subject areas.
Discussing Books
-Discuss messages and themes from books in all subject areas.
-Respond to a variety of texts in multiple modes of discourse.
-Relate messages and themes from one subject area to messages and themes in another area.
-Evaluate the merit of texts in every subject discipline.
-Examine author's purpose in writing.
-Recognize the features of disciplinary texts.
Building Vocabulary Knowledge
-Demonstrate an understanding of contextual vocabulary in various subjects.
-Use content vocabulary in writing and speaking.
-Explore understanding of new words found in subject area texts.
Establishing Context
-Explore life experiences related to subject area content.
-Discuss in both writing and speaking how certain words are subject area related.
-Determine strategies for finding content and contextual meaning for unknown words.

CTAE Foundation Skills

The Foundation Skills for Career, Technical and Agricultural Education (CTAE) are critical competencies that students pursuing any career pathway should exhibit to be successful. As core standards for all career pathways in all program concentrations, these skills link career, technical and agricultural education to the state's academic performance standards.

The CTAE Foundation Skills are aligned to the foundation of the U. S. Department of Education's 16 Career Clusters. Endorsed by the National Career Technical Education Foundation (NCTEF) and the National Association of State Directors of Career Technical Education Consortium (NASDCTEc), the foundation skills were developed from an analysis of all pathways in the sixteen occupational areas. These standards were identified and validated by a national advisory group of employers, secondary and postsecondary educators, labor associations, and other stakeholders. The Knowledge and Skills provide learners a broad foundation for managing lifelong learning and career transitions in a rapidly changing economy.

CTAE-FS-1 Technical Skills: Learners achieve technical content skills necessary to pursue the full range of careers for all pathways in the program concentration.

CTAE-FS-2 Academic Foundations: Learners achieve state academic standards at or above grade level.

CTAE-FS-3 Communications: Learners use various communication skills in expressing and interpreting information.

CTAE-FS-4 Problem Solving and Critical Thinking: Learners define and solve problems, and use problem-solving and improvement methods and tools.

CTAE-FS-5 Information Technology Applications: Learners use multiple information technology devices to access, organize, process, transmit, and communicate information.

CTAE-FS-6 Systems: Learners understand a variety of organizational structures and functions.

CTAE-FS-7 Safety, Health and Environment: Learners employ safety, health and environmental management systems in corporations and comprehend their importance to organizational performance and regulatory compliance.

CTAE-FS-8 Leadership and Teamwork: Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

CTAE-FS-9 Ethics and Legal Responsibilities: Learners commit to work ethics, behavior, and legal responsibilities in the workplace.

CTAE-FS-10 Career Development: Learners plan and manage academic-career plans and employment relations.

CTAE-FS-11 Entrepreneurship: Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.