

Design My Space Nebraska State and National School Standards

Bringing 4-H to the Classroom – An Introduction to School Standards

Content standards establish specific expectations for the assessment of cumulative learning by the end of first grade, fourth grade, eighth grade, and twelfth grade. The standards listed for this curriculum serve as a base guide and are not absolute – you may find that you add or subtract specific standards as you seek to meet the needs of your unique educational setting.

In addition, as the curriculum is adapted, standards for grade levels not listed here may be met. Visit the Nebraska Department of Education website to access current standard lists in each content area.

As this is a University of Nebraska–Lincoln Extension publication, the materials found in this curriculum have been aligned with the Nebraska State Education Content Standards. Alignment of the Nebraska standards is in compliance with national educational standards, which also are listed in this manual. If you are using this curriculum in another state, please refer to your local education department to reference your own individual state standards and see how they relate to the standards listed here.

Language Arts:

- 8.1.4.b-Students will adjust oral or silent reading pace based on purpose text difficulty, form, and style. (Block(s): 1, 2, 3, 4)
- 8.1.5.b-Students will relate new grade level vocabulary to prior knowledge and use in new situations. (Block(s): 1, 2, 3)
- 8.1.5.e-Students will determine meaning using print and digital reference materials. (Block(s): 1, 2)

- 8.1.6.d-Students will summarize, analyze, and synthesize informational text using main idea and supporting details. (Block(s): 1, 2, 3, 4)
 - 8.1.6.f-Students will analyze and evaluate information from text features (e.g., index, annotations, maps, charts, tables, graphs, headings, subheadings, lists). (Block(s): 1, 2, 4)
 - 8.1.6.j-Students will generate and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing prior knowledge, information from the text and additional sources, to support answers. (Block(s): 1, 2, 3)
 - 8.1.6.o-Students will respond to text verbally, in writing, or artistically. (Block(s): 1, 2, 3, 4)
 - 8.3.1.a-Students will communicate ideas and information in a manner appropriate for the purpose and setting. (Block(s): 3)
 - 8.3.2.a-Students will apply listening skills needed for multiple situations and modalities (e.g., video, audio, distance, one-to-one, group). (Block(s): 2, 3)
 - 8.3.3.b-Students will interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats. (Block(s): 2, 3)
 - 8.4.1.a-Students will select and use multiple resources to answer questions and support conclusions using valid information (e.g., print, subscription databases, web resources). (Block(s): 2)
 - 8.4.1.f-Students will gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multimedia presentations). (Block(s): 3)
- Math:**
- 8.1.3.a-Students will compute accurately with rational numbers. (Block(s): 2, 3)

8.2.5-Students will select and apply appropriate procedures, tools, and formulas to determine measurements. (Block(s): 2)

Visual and Performing Arts:

K12.V4.2-Students will analyze how the formal elements and principles are used in a work of art. (Block(s): 1, 2)

K12.V5.1-Students will demonstrate a technical knowledge and creative use of the formal elements and design principles in a variety of media. (Block(s): 1, 2)

K12.V8.3-Students will demonstrate a technical knowledge and creative use of the formal elements and design principles in a variety of media. (Block(s): 1, 2, 4)

Family and Consumer Science:

FCS.6-12.2.C.a-Students will practice ethical communication in family, community, and work settings. (Block(s): 2)

FCS.6-12.6.A-Students will analyze how knowledge and skills involving consumer and resource management affect decisions related to the well-being of individuals, families and society. (Block(s): 3)

FCS.6-12.7.B-Students will incorporate health and wellness practices across the life span. (Block(s): 3)

FCS.6-12.7.D-Students will analyze factors that influence nutrition and wellness practices across the life span. (Block(s): 3)

FCS.6-12.8.O-Students will analyze how knowledge and skills related to living environments (housing, interiors, home furnishings) affect the well-being of individuals, families and society. (Block(s): 1, 3, 4)

FCS.6-12.8.D-Students will analyze factors (i.e., social, psychological, economic, cultural) affecting living environment decisions for individuals and families throughout the life cycle and how those decisions impact society. (Block(s): 3)

FCS.6-12.9.C-Students will care for and repair, alter, or produce textile products and apparel. (Block(s): 1, 2)

Business Education:

BE 08.1-Students will understand personal skills, abilities and aptitudes, and personal strengths and weaknesses as they relate to career exploration. (Block(s): 2)

BE 08.2-Students will understand the principles of oral and written communication. (Block(s): 1, 2, 3, 4)

BE 08.3-Students will understand basic mathematical and business computations. (Block(s): 2, 5)

BE 08.4.f-Students will use technology research to locate, analyze, access, exchange, organize, and synthesize information. (Block(s): 2)

BE 08.6-Students will understand and develop an appreciation for local, regional and global business opportunities. (Block(s): 2)

National Standards:

Language Arts:

NL-Eng.K-12.1-Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic, and contemporary works. (Block(s): 1, 2, 3, 4)

NL-Eng.K-12.3-Students will apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics). (Block(s): 1, 2)

NL-Eng.K-12.4-Students adjust their use of spoken, written, and visual language (e.g., conversations, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes. (Block(s): 1, 3)

NL-Eng.K-12.7-Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience. (Block(s): 2, 3)

NL-Eng.K-12.8-Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge. (Block(s): 2, 3)

NL-Eng.K-12.12-Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information). (Block(s): 1, 2, 3, 4)

Social Studies:

NSS-WH.5-12.2.a-Students will identify the major characteristics of civilization and how civilizations emerged in Mesopotamia, Egypt, and the Indus valley. (Block(s): 2)

NSS-G.K-12.5.a-Students will understand how human actions modify the physical environment. (Block(s): 3)

NSS-EC.5-8.2.a-Students will understand that to determine the best level of consumption of a product, people must compare the additional benefits with the additional costs of consuming a little more or a little less. (Block(s): 3, 4)

Family and Consumer Science:

FCS 2.1.2-Students will analyze how individuals and families make choices to satisfy needs and wants. (Block(s): 4)

FCS 2.1.4-Students will apply consumer skills to providing and maintaining clothing. (Block(s): 2)

FCS 2.1.5-Students will apply consumer skills to decisions about housing, utilities, and furnishings. (Block(s): 2, 3, 4)

FCS 2.2.1-Students will analyze individual and family responsibility in relation to the environmental trends and issues. (Block(s): 3)

FCS 2.2.3-Students will demonstrate behaviors that conserve, reuse, and recycle resources to maintain the environment. (Block(s): 2, 3, 4)

FCS 2.5.1-Students will analyze the use of resources in making choices that satisfy needs and wants of individuals and families. (Block(s): 4)

FCS 11.2.1-Students will determine the principles and elements of design. (Block(s): 1, 2)

FCS 11.2.2-Students will determine the psychological impact that the principles and elements of design have on the individual. (Block(s): 1)

FCS 11.2.3-Students will determine the effects that the principles and elements of design have on aesthetics and function. (Block(s): 1, 2, 4)

FCS 11.3.1-Students will research product information, including but not limited to floor coverings, wall coverings, textiles, window treatments, furniture, lighting fixtures, kitchen and bath fixtures, and equipment, accessories, and building materials. (Block(s): 3)

FCS 11.3.2-Students will select manufacturers, products, and materials, considering care, maintenance, safety, and environmental issues. (Block(s): 3)

FCS 11.4.4-Students will arrange furniture placement with reference to principles of design, traffic flow, activity, and existing architectural features. (Block(s): 1, 4)

FCS 11.6.1-Students will assess human needs, safety, space, and technology as they relate to housing and interior design goals. (Block(s): 3, 4)

FCS 11.6.3-Students will assess a variety of available resources for housing and interior design. (Block(s): 2)

FCS 11.8.4-Students will demonstrate procedures for reporting and handling accidents, safety, and security incidents. (Block(s): 3)

FCS 13.3.4-Students will analyze strategies to overcome communication barriers in family, community, and work settings. (Block(s): 3)

FCS 13.5.1-Students will create an environment that encourages and respects the ideas, perspectives, and contributions of all group members. (Block(s): 2)

FCS 13.5.4-Students will demonstrate techniques that develop team and community spirit. (Block(s): 2)

FCS 16.2.2-Students will evaluate performance characteristics of textile fiber and fabrics. (Block(s): 3)

FCS 16.2.4-Students will analyze effects of textile characteristics on design, construction, care, use, and maintenance of products. (Block(s): 2)

FCS 16.2.5-Students will apply appropriate procedures for care of textile products. (Block(s): 4)

FCS 16.3.1-Students will explain the ways in which fiber, fabric, texture, pattern, and finish can affect visual appearance. (Block(s): 1, 2)

FCS 16.3.2-Students will apply basic and complex color schemes and color theory to develop and enhance visual effects. (Block(s): 1)

FCS 16.3.3-Students will utilize elements and principles of design in designing, constructing, and/or altering textile, apparel, and fashion products. (Block(s): 1, 2)

FCS 16.3.4-Students will demonstrate design concepts with fabric or technology/computer, using draping and/or flat pattern making technique. (Block(s): 2)

FCS 16.3.7-Students will demonstrate ability to use technology for fashion, apparel, and textile design. (Block(s): 2)

FCS 16.4.1-Students will demonstrate professional skills in using a variety of equipment, tools, and supplies for fashion, apparel, and textile construction, alteration, and repair. (Block(s): 2)

FCS 16.4.5-Students will apply marketing strategies for textile, apparel, and fashion products. (Block: 2)

FCS 16.5.1-Students will apply marketing strategies for textile, apparel, and fashion products. (Block: 2)

Math:

Math 6-8.3.4.e-Students will recognize and apply geometric ideas and relationships in areas outside the mathematics classroom, such as art, science, and everyday life. (Block(s): 1, 2)

Math 6-8.4.2.b-Students will select and apply techniques and tools to accurately find length, area, volume, and angle to measures to appropriate levels of precision. (Block(s): 2)

Math K-12.6.1.b-Students will solve problems that arise in mathematics and in other contexts. (Block(s): 2, 3)

Math K-12.6.4.c-Students will recognize and apply mathematics in contexts outside of mathematics. (Block(s): 1, 2, 3)

Physical Education/Health:

NPH-H.5-8.1.d-Students will describe how family and peers influence the health of adolescents. (Block(s): 3)

NPH-H.5-8.1.e-Students will analyze how environment and personal health are interrelated. (Block(s): 3)

NPH-H.5-8.1.f-Students will describe ways to reduce risks related to adolescent health problems. (Block(s): 3)

NPH-H.5-8.3.d-Students will demonstrate strategies to improve or maintain personal and family health. (Block(s): 3)

NPH-H.5-8.3.e-Students will develop injury prevention and management strategies for personal and family health. (Block(s): 3)

NPH-H.5-8.7.a-Students will analyze various communication methods to accurately express health information and ideas. (Block(s): 3)



Technology:

NT.K-12.3.a-Students will use technology tools to enhance learning, increase productivity, and promote creativity. (Block(s): 2, 3)

NT.K-12.5.a-Students will use technology to locate, evaluate, and collect information from a variety of sources. (Block(s): 2, 3)

Science:

NS.5-8.6.a-Students will develop an understanding of personal health. (Block(s): 3)

Agriculture, Food and Natural Resources:

AFNR-CS.01.01.01.b-Students will demonstrate the ability to complete a task without assistance. (Block(s): 1, 2, 3, 4)

AFNR-CS.01.01.04.b-Students will use appropriate and reliable resources to complete an action or project. (Block(s): 1, 2, 3)

AFNR-CS.01.01.05.b-Students will create a plan for performing a job that will minimize physical, financial, and professional risks. (Block(s): 4)

AFNR-CS.01.02.03.c-Students will perform the steps/strategies to successfully coach/mentor others. (Block(s): 2)

AFNR-CS.02.01.02.b-Students will implement a plan for respecting one's body. (Block(s): 3)

AFNR-CS.03.02.01.b-Students will utilize the process used to reach a conclusion for a decision. (Block(s): 3)

AFNR-CS.06.02.01.b-Students will develop plans to improve health, safety, and environmental performance. (Block(s): 3)

AFNR-CS.07.03.01.b-Students will develop various emergency response plan requirements for a facility. (Block(s): 3)

AFNR-CS.08.01.02.b-Students will demonstrate appropriate operation, storage, and maintenance techniques for tools and equipment. (Block(s): 2)