



Family and Consumer Sciences Education 2009-2010 Standards



Industry Sector: Hospitality, Human Services and Education

Cluster: Human Services

Pathway: Early Childhood Development

The Human Services Cluster prepares individuals for employment in career pathways related to families and human needs.

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CHILD AND ADOLESCENT DEVELOPMENT

Description

A one-semester course designed for 10th, 11th, and 12th graders. The purpose of the course is to acquire knowledge and understanding of child and adolescent development necessary for strengthening the well being of children and families. The course focuses on perspectives of human development, research and theories, understanding and nurturing development, and challenges

I. Perspectives on Human Development

A. Historical Aspects of Human Development

1. Who Raised the Children?
2. Rights and Responsibilities of Children
3. Play/Leisure Time
4. Dress
5. Rites of Passage
6. Discipline
7. Education
8. Laws
 - a. Child Labor Act
 - b. Compulsory School Act
 - c. Child Abuse
 - d. United Nations Rights of Children

9. Experts of the Time

B. International/Cultural Practices

C. Historical/Cultural Values

1. Caring
2. Responsibility
3. Respect
4. Trust
5. Family

D. Decision to Parent Today

1. Parenting Role
2. Impact on Family and Career
3. Reasons for Not Parenting
4. Reasons for Parenting
5. Qualities Needed by Parents
6. Family Size and Spacing
 - a. Family Planning

- b. Contraceptive Options
- E. Parenting Options
 - 1. Infertility
 - a. Prevalence
 - b. Causes
 - c. Treatment
 - d. Emotional Effects
 - 2. Adoption
 - 3. Surrogacy
 - 4. Foster Parenting
 - 5. Other

II. Research and Theories in Human Development

- A. Historical Aspects of Human Development
 - 1. Physical
 - 2. Social/Emotional
 - 3. Intellectual
 - 4. Character
- B. Theories of Human Development
 - 1. Maslow's Hierarchy of Needs
 - 2. Erikson's Theory of Development
 - 3. Piaget's Cognitive Development
 - 4. Kohlberg's Moral Development
 - 5. Gardner's Multiple Intelligences
 - 6. Current Research
- C. Brain Development

III. Understanding Development

- A. "Twelve-month" Pregnancy
 - 1. Pre-prenatal Planning (3 months)
 - a. Selecting Medical Professional
 - b. Nutrition and Exercise
 - c. Financial Considerations
 - d. Medical Counseling and Testing
 - 1) Genetic Disorders
 - 2) Birth Disorders
 - 3) STDs/STIs

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- e. Health Hazards to Avoid
 - 1) Tobacco
 - 2) Drugs
 - 3) Alcohol
 - 4) Other
- 2. Importance of Father's Role
- 3. Pregnancy (9 months)
 - a. Conception
 - b. Signs of Pregnancy
 - c. Stages of Prenatal Development
 - d. Health Habits
 - 1) Nutrition
 - 2) Weight Gain
 - 3) Routine Discomforts vs. Complications
 - 4) Rest and Sleep
 - 5) Physical Activities and Exercise
 - 6) Routine Medical Care
 - e. Preparing for the Baby
 - f. Methods of Childbirth
- 4. Labor and Delivery
 - a. Stages of Delivery
 - b. Delivery
 - c. Hospital Care
 - d. Complications of Delivery
 - e. Newborn Screenings
 - f. Bonding
- 5. Premature Births
 - a. Causes
 - b. Care
 - c. Risks and Impacts
 - 1) Short Term
 - 2) Long Term
- 6. Postnatal Care for Mother and Infant
- B. Family Adjustments
 - 1. Sibling
 - 2. Family
 - 3. Marital
- C. Growth and Development
 - 1. Age Appropriate

- a. Newborns and Infants
- b. Toddlers
- c. Preschoolers
- d. School Age
- e. Adolescents
- 2. Exceptional Child
 - a. Delayed
 - b. Gifted/Advanced

IV. Nurturing Development

- A. The Nurturing Environment from Birth through Adolescence
 - 1. Intellectual Nurturing
 - a. Parents as First Teachers
 - 1) Positive Role Models
 - 2) Advocate for the Child
 - 3) Promote Lifelong Learning
 - b. Reading
 - c. Language
 - d. Creativity and Imagination
 - e. Exploration and Discover
 - f. Problem Solving
 - g. School Readiness
 - 2. Physical Nurturing
 - a. Safety
 - b. Child Wellness
 - 1) Good Eating Habits
 - 2) Healthy Weight
 - 3) Exercise Habits
 - 4) Check-ups
 - 5) Immunizations
 - 3. Social/Emotional Nurturing
 - a. Recognizing Temperament and Personality Traits
 - b. Communicating with Love
 - c. Developing Self Concept
 - d. Developing Independence
 - 4. Play and Leisure
 - a. Importance of Play and Leisure
 - b. Developmentally Appropriate Play

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- c. Stages of Play
 - 1) Solitary
 - 2) Onlooker
 - 3) Parallel
 - 4) Associative
 - 5) Cooperative
- d. Selecting Toys
 - 1) Safety
 - 2) Toys that Foster Growth
- e. Creating Balance Between Work and Play
- f. Positive/Negative Impact of Technology on Development
 - 1) Music
 - 2) Television
 - 3) Computers/Internet
 - 4) Video/Computer Games
 - 5) Cellular Phones
 - 6) Emerging Technology

B. Guidance and Discipline

- 1. Parenting Styles
 - a. Democratic
 - b. Authoritarian
 - c. Permissive
 - d. Rescuer
- 2. Guidance
 - a. Key Guidelines for Caregiver
 - 1) Love
 - 2) Uphold value of child
 - 3) Consistency
 - 4) Final goal is child's self control
 - 5) Re-connecting after discipline
 - 6) Self control of caregiver
 - b. Fears and Anxiety
 - c. Needs and Wants
 - d. Stress/Balance
- 3. Age Specific Discipline Techniques
 - a. Setting Limits
 - b. Establishing Routines
 - c. Redirection
 - d. Reinforcement

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- e. Natural Consequences
- f. Logical Consequences
- g. Appropriate Punishment
- 4. Factors in Choosing Methods of Discipline
 - a. Parents' Philosophy
 - b. Cultural/Religious Influences
 - c. Caregivers Act as a Team
 - d. Consider the Circumstances
 - e. Consider the Individual Child

C. Child Care

- 1. Deciding to Use Child Care
 - a. Needs of the Child
 - b. Demand of Work Schedule
 - c. Services Available
 - d. Family Budget
 - e. Long Term Impact
- 2. Options for Child Care
 - a. In-Home Care
 - b. Licensed Home Care
 - c. Center-based Care
- 3. Selection Criteria
 - a. Screening of Caregivers
 - b. Quality of Facility
 - c. Quality of Program
 - d. Adult/Child Ratio
 - e. Cost
 - f. Availability

D. Support Systems

- 1. Extended Family
- 2. Friends/Mentors
- 3. Community Agencies
- 4. Religious/Belief Community
- 5. Educational System

V. Challenges to Development

A. Health Issues

- 1. Birth Defects
- 2. Chronic Illness

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3. Special Needs (Autism, DHD/ADD, Down Syndrome)
4. Sudden Infant Death Syndrome
- B. Family Conditions
 1. Sibling Relationships
 2. Teen Pregnancy
 3. Divorce
 4. Blended Families
 5. Single Parent
 6. Family Mobility
 7. Impact of Substance Abuse
 8. Dealing with Loss
- C. Economic Impact
 1. Poverty
 - a. Underachievement
 - b. Impact on the Family
 2. Wealth
- D. Violence Involving Children
 1. Abuse
 2. Neglect
 3. Shaken Baby Syndrome
 4. Child Endangerment
 5. Juvenile Delinquency
- E. Responding with Resiliency
 1. Defining Resiliency
 2. Protective Factors
 3. High Risk Factors
 4. Developing Resiliency

CHILD AND ADOLESCENT DEVELOPMENT

Career Cluster/Cluster Grouping:	Human Services
Pathway(s):	Early Childhood Development
Prepared Completer Competencies:	
<ul style="list-style-type: none"> N 12.0 - Analyze factors that influence human growth & development 	
High School Expectations	
Concepts and skills students know include:	
<ul style="list-style-type: none"> N12.1 Analyze principles of human growth and development across the life span 	
Evidence Outcomes - Students can:	21st Century Skills and Readiness Competencies
<p>N12.1.1 Analyze physical, emotional, social, spiritual, and intellectual development (HPE02.03.g) (PWR1.1.d) (RWC01.01.c, RWC01.01.d, RWC01.02.f, RWC01.02.g, RWC01.03.b, RWC01.06.d, RWC01.06.e, RWC02.02.a, RWC02.02.c, RWC02.02.d, RWC02.04.d, RWC02.08.d)</p> <p>N12.1.2 Analyze interrelationships among physical, emotional, social, and intellectual aspects of human growth and development. (RWC02.02.a, RWC02.02.c, RWC02.02.d)</p> <p>N12.1.3 Analyze current and emerging research about human growth and development, including research on brain development (RWC01.01.c, RWC01.03.b, RWC02.02.a, RWC02.02.c, RWC02.02.d, RWC03.03.a, RWC04.03.a, RWC04.03.c, RWC04.03.f, RWC04.06.c, RWC04.06.d, RWC04.08.a, RWC04.10.d) (SST02.01.b)</p>	<p>Academic Content Knowledge Alignment:</p> <p>HPE02.03.g-Comprehensive Health and Physical Education, Physical and Personal Wellness (PE), Participate regularly in health-enhancing and personally rewarding physical activity outside of physical education - <i>Participate in a variety of self-selected physical activities, and evaluates the value of each as it relates to personal fitness goals</i></p> <p>RWC01.01.c - Oral Expression and Listening - Effective speaking in formal and informal settings requires appropriate use of methods and audience awareness - <i>Use examples, illustrations, graphics, quotations, analogies, facts, and statistics to focus and support the content of a presentation</i></p> <p>RWC01.01.d - Oral Expression and Listening - Effective speaking in formal and informal settings requires appropriate use of methods and audience awareness - <i>Use grammar and vocabulary appropriate for the situation, audience, topic, and purpose</i></p> <p>RWC01.02.f - Oral Expression and Listening - Effective collaborative groups accomplish goals - <i>Self-evaluate roles in the preparation and completion of the group goal</i></p>

	<p>RWC01.02.g - Oral Expression and Listening - Effective collaborative groups accomplish goals - <i>Critique and offer suggestions for improving presentations given by own group and other groups</i></p>
	<p>RWC01.03.b - Oral Expression and Listening - Verbal and nonverbal cues impact the intent of communication - <i>Deliver formal oral presentations for intended purpose and audience, using effective verbal and nonverbal communication</i></p> <p>RWC01.06.d - Oral Expression and Listening - Effectively operating in small and large groups to accomplish a goal requires active listening - <i>Facilitate (or lead) a group by developing an agenda designed to accomplish a specified goal</i></p> <p>RWC01.06.e - Oral Expression and Listening - Effectively operating in small and large groups to accomplish a goal requires active listening - <i>Support others in discussions, activities, and presentations through active listening</i></p> <p>RWC02.02.a - Reading for All Purposes - Interpreting and evaluating complex informational texts require the understanding of rhetoric, critical reading, and analysis skills - <i>Use reading and note-taking strategies (outlining, mapping systems, skimming, scanning, key word search) to organize information and make connections within and across informational texts</i></p> <p>RWC02.02.d - Reading for All Purposes - Interpreting and evaluating complex informational texts require the understanding of rhetoric, critical reading, and analysis skills - <i>Explain and interpret the visual components supporting the text (maps, complex tables and diagrams, and transitional devices, such as use of white space)</i></p> <p>RWC02.04.d - Reading for All Purposes - Ideas synthesized from informational texts serve a specific purpose - <i>Use text features and graphical representations to complement comprehension and enhance critical analysis of a text</i></p> <p>RWC02.08.d - Reading for All Purposes - Increasingly complex informational texts require mature interpretation and study - <i>Use flexible</i></p>

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	<p><i>reading and note-taking strategies (outlining, mapping systems, skimming, scanning, key word search) to organize information and make connections within and across informational texts</i></p>
	<p>RWC03.03.a - Writing and Composition - Standard English conventions effectively communicate to targeted audiences and purposes - <i>Follow the conventions of Standard English to write varied, strong, correct, complete sentences</i></p>
	<p>Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):</p> <p>PWR1.1.d-Postsecondary & Workforce Readiness, Content Knowledge, Literacy - Access and use primary and secondary sources to explain questions being researched.</p>

Concepts and Concepts and skills students know include:	
N12.2 Analyze conditions that influence human growth and development	
Evidence Outcomes – Students can:	21st Century Skills and Readiness Competencies:
<p>N12.2.1 Analyze the effect of heredity and environment on human growth and development. (RWC01.01.c, RWC01.01.d, RWC01.01.f, RWC01.02.f, RWC02.02.a, RWC02.02.c, RWC02.02.d, RWC02.08.d, RWC03.03.a, RWC04.03.f, RWC04.06.c, RWC04.06.d, RWC04.08.a, RWC04.10.c) (SCI02.07.c, SCI02.07.d)</p> <p>N12.2.2 Analyze the impact of social, economic, and technological forces on individual growth and development. (MAT01.02.a) (RWC01.01.c, RWC01.01.d, RWC01.01.f, RWC01.02.f, RWC02.02.a, RWC02.02.c, RWC02.02.d, RWC03.03.a, RWC04.03.c, RWC04.03.f, RWC04.08.a, RWC04.10.c) (SST01.01.b)</p> <p>N12.2.3 Analyze the effects of gender, ethnicity, and culture on individual development. (PWR1.4.c) (RWC02.02.a, RWC02.02.c, RWC02.02.d, RWC02.08.d)</p> <p>N12.2.4 Analyze the effects of life events on individuals' physical, intellectual, social, moral, and emotional development. (RWC02.02.a, RWC02.02.c, RWC02.02.d)</p> <p>N12.2.5 Analyze geographic, political, and global influences on human growth and development. (PWR1.4.c) (RWC02.02.a, RWC02.02.c, RWC02.02.d)</p>	<p>Academic Content Knowledge Alignment:</p> <p>MAT01.02.a - Number Sense, Properties, and Operations - Formulate, represent, and use algorithms with real numbers flexibly, accurately, and efficiently. - <i>Use appropriate computation methods that encompass estimation and calculation.</i></p> <p>RWC01.01.c - Oral Expression and Listening - Effective speaking in formal and informal settings requires appropriate use of methods and audience awareness - <i>Use examples, illustrations, graphics, quotations, analogies, facts, and statistics to focus and support the content of a presentation</i></p> <p>RWC01.01.d - Oral Expression and Listening - Effective speaking in formal and informal settings requires appropriate use of methods and audience awareness - <i>Use grammar and vocabulary appropriate for the situation, audience, topic, and purpose</i></p> <p>RWC01.01.f - Oral Expression and Listening - Effective speaking in formal and informal settings requires appropriate use of methods and audience awareness - <i>Select appropriate technical or specialized language</i></p> <p>RWC01.02.f - Oral Expression and Listening - Effective collaborative groups accomplish goals - <i>Self-evaluate roles in the preparation and completion of the group goal</i></p> <p>RWC01.02.g - Oral Expression and Listening - Effective collaborative groups accomplish goals - <i>Critique and offer suggestions for improving presentations given by own group and other groups</i></p> <p>RWC01.03.b - Oral Expression and Listening - Verbal and nonverbal cues impact the intent of communication - <i>Deliver formal oral presentations for intended purpose and audience, using effective verbal and nonverbal communication</i></p> <p>RWC02.02.a - Reading for All Purposes - Interpreting and evaluating complex</p>

	<p>informational texts require the understanding of rhetoric, critical reading, and analysis skills - <i>Use reading and note-taking strategies (outlining, mapping systems, skimming, scanning, key word search) to organize information and make connections within and across informational texts</i></p>
	<p>RWC02.02.c - Reading for All Purposes - Interpreting and evaluating complex informational texts require the understanding of rhetoric, critical reading, and analysis skills - <i>Obtain and use information from text and text features (index, bold or italicized text, subheadings, graphics) to answer questions, perform specific tasks, or identify and solve problems</i></p> <p>RWC02.02.d - Reading for All Purposes - Interpreting and evaluating complex informational texts require the understanding of rhetoric, critical reading, and analysis skills - <i>Explain and interpret the visual components supporting the text (maps, complex tables and diagrams, and transitional devices, such as use of white space)</i></p> <p>RWC02.08.d - Reading for All Purposes - Increasingly complex informational texts require mature interpretation and study - <i>Use flexible reading and note-taking strategies (outlining, mapping systems, skimming, scanning, key word search) to organize information and make connections within and across informational texts</i></p> <p>RWC03.01.e - Writing and Composition - Style, detail, expressive language, and genre create a well-crafted statement directed at an intended audience and purpose - <i>Critique own writing and the writing of others from the perspective of the intended audience to guide revisions, improve voice and style (word choice, sentence variety, figurative language) and achieve intended purpose and effect</i></p> <p>RWC03.03.a - Writing and Composition - Standard English conventions effectively communicate to targeted audiences and purposes - <i>Follow the conventions of Standard English to write varied, strong, correct, complete sentences</i></p> <p>RWC04.03.a - Research and Reasoning - Self-designed research provides insightful information, conclusions, and possible solutions - <i>Define and narrow a topic for research (thesis statement, hypothesis, research question) to address a specific purpose and audience</i></p>

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	<p>RWC04.03.c - Research and Reasoning - Self-designed research provides insightful information, conclusions, and possible solutions - <i>Evaluate quality, accuracy, and completeness of information and the bias, credibility and reliability of the sources</i></p>
	<p>RWC04.03.f - Research and Reasoning - Self-designed research provides insightful information, conclusions, and possible solutions - <i>Document sources of quotations, paraphrases, and other information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA)</i></p> <p>RWC04.06.c - Research and Reasoning - Collect, analyze, and evaluate information obtained from multiple sources to answer a question, propose solutions, or share findings and conclusions - <i>Identify and evaluate potential sources of information for accuracy, reliability, validity, and timeliness</i></p> <p>RWC04.06.d - Research and Reasoning - Collect, analyze, and evaluate information obtained from multiple sources to answer a question, propose solutions, or share findings and conclusions - <i>Use a variety of strategies (such as search engines, online databases, interview) to collect and organize relevant and significant information</i></p> <p>RWC04.08.a - Research and Reasoning - Informational materials, including electronic sources, need to be collected, evaluated, and analyzed for accuracy, relevance, and effectiveness for answering research questions - <i>Integrate information from different sources to research and complete a project</i></p> <p>RWC04.10.c - Research and Reasoning - Effective problem-solving strategies require high-quality reasoning - <i>Implement a purposeful and articulated process to solve a problem</i></p> <p>SCI02.07.c - Life Science - Physical and behavioral characteristics of an organism are influenced to varying degrees by heritable genes, many of which encode instructions for the production of proteins - <i>Recognize that proteins carry out most cell activities and mediate the effect of genes on physical and behavioral traits in an organism</i></p> <p>SCI02.07.d - Life Science - Physical and behavioral characteristics of an</p>

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	<p>organism are influenced to varying degrees by heritable genes, many of which encode instructions for the production of proteins - <i>Evaluate data showing that offspring are not clones of their parents or siblings due to the meiotic processes of independent assortment of chromosomes, crossing over, and mutations</i></p> <p>SST01.01.b-Social Studies, History, The historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence from a variety of primary and secondary sources - <i>Gather and analyze historical information, including contradictory data, from a variety of primary and secondary sources, including sources located on the Internet, to support or reject hypotheses</i></p>
	<p>Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):</p> <p>PWR1.4.c-Postsecondary & Workforce Readiness, Content Knowledge, Social Studies and Social Sciences - Build conceptual frameworks based on an understanding of themes and the overall flow of events</p>

Concepts and skills students know include:	
<ul style="list-style-type: none"> N12.3 Analyze strategies that promote growth and development across the lifespan 	
Evidence Outcomes - Students can:	21st Century Skills and Readiness Competencies
<p>N12.3.1 Analyze the role of nurturance on human growth and development (RWC02.02.a, RWC02.02.c, RWC02.02.d)</p> <p>N12.3.2 Analyze the role of communication on human growth and development. (RWC02.02.a, RWC02.02.c, RWC02.02.d)</p> <p>N12.3.3 Analyze the role of family and social services support systems in meeting human growth and development needs. (RWC02.02.a, RWC02.02.c, RWC02.02.d)</p>	<p>Academic Content Knowledge Alignment:</p> <p>RWC02.02.a - Reading for All Purposes - Interpreting and evaluating complex informational texts require the understanding of rhetoric, critical reading, and analysis skills - <i>Use reading and note-taking strategies (outlining, mapping systems, skimming, scanning, key word search) to organize information and make connections within and across informational texts</i></p> <p>RWC02.02.c - Reading for All Purposes - Interpreting and evaluating complex informational texts require the understanding of rhetoric, critical reading, and analysis skills - <i>Obtain and use information from text and text features (index, bold or italicized text, subheadings, graphics) to answer questions, perform specific tasks, or identify and solve problems</i></p> <p>RWC02.02.d - Reading for All Purposes - Interpreting and evaluating complex informational texts require the understanding of rhetoric, critical reading, and analysis skills - <i>Explain and interpret the visual components supporting the text (maps, complex tables and diagrams, and transitional devices, such as use of white space)</i></p> <p>Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):</p>

Prepared Completer Competencies:	
<ul style="list-style-type: none"> N15.0 Evaluate the effects of parenting roles and responsibilities on strengthening the well-being of individuals and families 	
High School Expectations	
Concepts and skills students know include	
<ul style="list-style-type: none"> N 15.1 Analyze roles and responsibilities of parenting 	
Evidence Outcomes - Students can:	21st Century Skills and Readiness Competencies
N15.1.1 Analyze parenting roles across the life span. (RWC01.05.a, RWC02.02.a, RWC02.02.c, RWC02.02.d, RWC03.03.a, RWC04.03.f, RWC04.06.c, RWC04.03.f)	<p>Academic Content Knowledge Alignment: HPE02.07.h-Comprehensive Health and Physical Education, Physical and Personal Wellness (Health), Use a decision-making process to make healthy decisions about relationships and sexual health -<i>Examine the responsibilities of parenthood</i></p> <p>HPE02.09.a-Comprehensive Health and Physical Education, Physical and Personal Wellness (Health), Develop and maintain the ongoing evaluation of factors that impact health, and modify lifestyle accordingly - <i>Analyze the role of personal responsibility in maintaining and enhancing personal, family, and community wellness</i></p> <p>RWC01.01.c - Oral Expression and Listening - Effective speaking in formal and informal settings requires appropriate use of methods and audience awareness - <i>Use examples, illustrations, graphics, quotations, analogies, facts, and statistics to focus and support the content of a presentation</i></p> <p>RWC01.01.d - Oral Expression and Listening - Effective speaking in formal and informal settings requires appropriate use of methods and audience awareness - <i>Use grammar and vocabulary appropriate for the situation, audience, topic, and purpose</i></p> <p>RWC01.03.b - Oral Expression and Listening - Verbal and nonverbal cues impact the intent of communication - <i>Deliver formal oral presentations for intended purpose and audience, using effective verbal and nonverbal communication</i></p>
N15.1.2 Analyze expectations and responsibilities of parenting. (HPE02.07.h, HPE02.09.a) (RWC01.01.c, RWC01.01.d, RWC01.05.a, RWC02.02.a, RWC02.02.c, RWC02.02.d, RWC1.3.b, RWC03.03.a, RWC04.03.f, RWC04.03.c, RWC04.03.f, RWC04.06.d, RWC04.07.a, RWC04.08.a, RWC04.10.c,) (SST03.04.a)	
N15.1.3 Analyze consequences of parenting practices to the individual, family, and society. (PWR1.1.a) (RWC02.02.a, RWC02.02.c, RWC02.02.d)	
N15.1.4 Analyze societal conditions that influence parenting across the life span. (RWC02.02.a, RWC02.02.c, RWC02.02.d)	
N15.1.5 Explain cultural differences in roles and responsibilities of parenting. (PWR2.4.b) (RWC02.02.a, RWC02.02.c, RWC02.02.d)	

	<p>RWC04.06.c - Research and Reasoning - Collect, analyze, and evaluate information obtained from multiple sources to answer a question, propose solutions, or share findings and conclusions - <i>Identify and evaluate potential sources of information for accuracy, reliability, validity, and timeliness</i></p> <p>RWC04.06.d - Research and Reasoning - Collect, analyze, and evaluate information obtained from multiple sources to answer a question, propose solutions, or share findings and conclusions - <i>Use a variety of strategies (such as search engines, online databases, interview) to collect and organize relevant and significant information</i></p> <p>RWC04.07.a - Research and Reasoning - An author's reasoning is the essence of legitimate writing and requires evaluating text for validity and accuracy - <i>Analyze the logic (including assumptions and beliefs) and use of evidence (existing and missing information, primary sources, and secondary sources) used by two or more authors presenting similar or opposing arguments (such as articles by two political co</i></p> <p>RWC04.08.a - Research and Reasoning - Informational materials, including electronic sources, need to be collected, evaluated, and analyzed for accuracy, relevance, and effectiveness for answering research questions - <i>Integrate information from different sources to research and complete a project</i></p> <p>RWC04.10.c - Research and Reasoning - Effective problem-solving strategies require high-quality reasoning - <i>Implement a purposeful and articulated process to solve a problem</i></p> <p>SST03.04.a-Social Studies, Economics, Design, analyze, and apply a financial plan based on short- and long-term financial goals (PFL) - <i>Develop a financial plan including a budget based on short- and long- term goals</i></p>

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	<p>Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):</p> <p>PWR1.1.a-Postsecondary & Workforce Readiness, Content Knowledge, Literacy – Read fiction and non-fiction, understanding conclusions reached and points of view expressed</p> <p>PWR2.4.b-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Global and Cultural Awareness - Interact effectively with and respect the diversity of different individuals, groups, and cultures.</p>
<p>Concepts and skills students know include:</p> <ul style="list-style-type: none"> • N15.2 Evaluate parenting practices that maximize human growth and development 	
<p>Evidence Outcomes - Students can:</p>	<p>21st Century Skills and Readiness Competencies</p>

<p>N15.2.1 Choose nurturing practices that support human growth and development. (HPE03.04.a) (RWC02.02.a, RWC02.02.c, RWC02.02.d)</p> <p>N15.2.2 Apply communication strategies that promote positive self-esteem in family members (PWR2.6.d) (RWC02.02.a, RWC02.02.c, RWC02.02.d)</p> <p>N15.2.3 Assess common practices and emerging research about discipline on human growth and development. (PWR1.1.e) (RWC02.02.a, RWC02.02.c, RWC02.02.d, RWC03.03.a, RWC04.06.c, RWC04.06.d, RWC04.08.a, RWC04.10.c)</p> <p>N15.2.4 Assess the effects of abuse and neglect on children and families and determine methods for prevention. (HPE04.09.d) (PWR1.1.e) (RWC02.02.a, RWC02.02.c, RWC02.02.d, RWC02.08.d, RWC03.03.a, RWC04.06.d, RWC04.08.a, RWC04.10.c)</p> <p>N15.2.5 Apply criteria for selecting care and services for children (HPE04.10.b) (MAT01.02.a)(RWC02.02.a, RWC02.02.c, RWC02.02.d)</p>	<p>Academic Content Knowledge Alignment:</p> <p>HPE03.04.a-Comprehensive Health and Physical Education, Emotional and Social Wellness (Health), Analyze the interrelationship of physical, mental, emotional, and social health - <i>Analyze the characteristics of a mentally and emotionally healthy person</i></p> <p>HPE04.09.d-Comprehensive Health and Physical Education, Prevention and Risk Management (Health), Identify the emotional and physical consequences of violence, and find strategies to deal with, prevent, and report them - <i>Analyze the effects of emotional abuse</i></p> <p>HPE04.10.b-Comprehensive Health and Physical Education, Prevention and Risk Management (Health), Access valid information and resources that provide information about sexual assault and violence - <i>Demonstrate the ability to locate reliable school and community resources to assist with problems related to violence</i></p> <p>MAT01.02.a - Number Sense, Properties, and Operations - Formulate, represent, and use algorithms with real numbers flexibly, accurately, and efficiently. - <i>Use appropriate computation methods that encompass estimation and calculation.</i></p> <p>RWC02.02.a - Reading for All Purposes - Interpreting and evaluating complex informational texts require the understanding of rhetoric, critical reading, and analysis skills - <i>Use reading and note-taking strategies (outlining, mapping systems, skimming, scanning, key word search) to organize information and make connections within and across informational texts</i></p> <p>RWC02.02.c - Reading for All Purposes - Interpreting and evaluating complex informational texts require the understanding of rhetoric, critical reading, and analysis skills - <i>Obtain and use information from text and text features (index, bold or italicized text, subheadings, graphics) to answer questions, perform specific tasks, or identify and solve problems</i></p>
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RWC02.02.d - Reading for All Purposes - Interpreting and evaluating complex informational texts require the understanding of rhetoric, critical reading, and analysis skills - *Explain and interpret the visual components supporting the text (maps, complex tables and diagrams, and transitional devices, such as use of white space)*

RWC02.08.d - Reading for All Purposes - Increasingly complex informational texts require mature interpretation and study - *Use flexible reading and note-taking strategies (outlining, mapping systems, skimming, scanning, key word search) to organize information and make connections within and across informational texts*

RWC03.03.a - Writing and Composition - Standard English conventions effectively communicate to targeted audiences and purposes - *Follow the conventions of Standard English to write varied, strong, correct, complete sentences*

RWC04.03.a - Research and Reasoning - Self-designed research provides insightful information, conclusions, and possible solutions - *Define and narrow a topic for research (thesis statement, hypothesis, research question) to address a specific purpose and audience*

RWC04.03.c - Research and Reasoning - Self-designed research provides insightful information, conclusions, and possible solutions - *Evaluate quality, accuracy, and completeness of information and the bias, credibility and reliability of the sources*

RWC04.03.f - Research and Reasoning - Self-designed research provides insightful information, conclusions, and possible solutions - *Document sources of quotations, paraphrases, and other information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA)*

RWC04.06.c - Research and Reasoning - Collect, analyze, and evaluate information obtained from multiple sources to answer a question, propose solutions, or share findings and conclusions - *Identify and evaluate potential sources of information for accuracy, reliability, validity, and timeliness*

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	<p>Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):</p> <p>PWR1.1.a-Postsecondary & Workforce Readiness, Content Knowledge, Literacy - Read fiction and non-fiction, understanding conclusions reached and points of view expressed.</p> <p>PWR1.1.e-Postsecondary & Workforce Readiness, Content Knowledge, Literacy - Employ standard English language properly and fluently in reading, writing, listening, and speaking</p> <p>PWR2.6.d-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Work Ethic - Learn from instruction and criticism.</p>
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Concepts and skills students know include:	
<ul style="list-style-type: none"> • N15.3 Evaluate external support systems that provide services for parents. 	
Evidence Outcomes - Students can:	21st Century Skills and Readiness Competencies
<p>N15.3.1 Assess community resources and services available to families. (HPE04.10.b) (RWC02.02.a, RWC02.02.c, RWC02.02.d)</p> <p>N15.3.2 Appraise community resources that provide opportunities related to parenting. (RWC02.02.a, RWC02.02.c, RWC02.02.d)</p> <p>N15.3.3 Summarize current laws and policies related to parenting. (RWC02.02.a, RWC02.02.c, RWC02.02.d)</p>	<p>Academic Content Knowledge Alignment: HPE04.10.b-Comprehensive Health and Physical Education, Prevention and Risk Management (Health), Access valid information and resources that provide information about sexual assault and violence - <i>Demonstrate the ability to locate reliable school and community resources to assist with problems related to violence</i></p> <p>RWC02.02.a - Reading for All Purposes - Interpreting and evaluating complex informational texts require the understanding of rhetoric, critical reading, and analysis skills - <i>Use reading and note-taking strategies (outlining, mapping systems, skimming, scanning, key word search) to organize information and make connections within and across informational texts</i></p> <p>RWC02.02.c - Reading for All Purposes - Interpreting and evaluating complex informational texts require the understanding of rhetoric, critical reading, and analysis skills - <i>Obtain and use information from text and text features (index, bold or italicized text, subheadings, graphics) to answer questions, perform specific tasks, or identify and solve problems</i></p> <p>RWC02.02.d - Reading for All Purposes - Interpreting and evaluating complex informational texts require the understanding of rhetoric, critical reading, and analysis skills - <i>Explain and interpret the visual components supporting the text (maps, complex tables and diagrams, and transitional devices, such as use of white space)</i></p>



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	Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):
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Concepts and skills students know include:	
<ul style="list-style-type: none"> N15.4 Analyze physical and emotional factors related to beginning the parenting process. 	
Evidence Outcomes - Students can:	21 st Century Skills and Readiness Competencies
<p>N15.4.1 Analyze biological processes related to prenatal development, birth, and health of child and mother. (HPE02.08.c, HPE02.09.c, HPE04.06.a) (RWC01.01.c, RWC01.01.d, RWC01.03.b, RWC02.02.a, RWC02.02.c, RWC02.02.d, RWC02.04.d, RWC02.08.d, RWC04.03.a, RWC04.03.c, RWC04.03.d, RWC04.06.d, RWC04.08.a, RWC04.10.c) (SCI02.06.a)</p> <p>N15.4.2 Analyze the emotional factors of prenatal development and birth in relation to the health of parents and child. (MAT01.02.a) (RWC02.02.a, RWC02.02.c, RWC02.02.d)</p> <p>N15.4.3 Analyze implications of alternatives to biological parenthood. (RWC02.02.a, RWC02.02.c, RWC02.02.d)</p> <p>N15.4.4 Analyze legal and ethical impacts of current and emerging technology on fertility and family planning. (HPE02.07.d) (RWC02.02.a, RWC02.02.c, RWC02.02.d)</p>	<p>Academic Content Knowledge Alignment:</p> <p>HPE02.07.d-Comprehensive Health and Physical Education, Physical and Personal Wellness (Health), Use a decision-making process to make healthy decisions about relationships and sexual health -<i>Analyze factors that influence the choice, use, and effectiveness of contraception, including the availability of contraceptive methods</i></p> <p>HPE02.08.c-Comprehensive Health and Physical Education, Physical and Personal Wellness (Health), Support others in making positive and healthful choices about sexual activity - <i>Communicate the importance of HIV and sexually transmitted disease (STD) testing and counseling to those who are sexually active</i></p> <p>HPE02.09.c-Comprehensive Health and Physical Education, Physical and Personal Wellness (Health), Develop and maintain the ongoing evaluation of factors that impact health, and modify lifestyle accordingly - <i>Explain important health screenings, immunizations, and checkups, including screenings and examinations that are necessary to maintain health</i></p> <p>HPE04.06.a-Comprehensive Health and Physical Education, Prevention and Risk Management (Health), Develop self-management skills to improving health by staying tobacco, alcohol, and drug-free - <i>Develop a personal plan to improve health by staying free of alcohol, tobacco, and other drugs</i></p> <p>MAT01.02.a - Number Sense, Properties, and Operations - Formulate, represent, and use algorithms with real numbers flexibly, accurately, and efficiently. - <i>Use appropriate computation methods that encompass estimation and calculation.</i></p>



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	Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):
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Concepts and skills students know include:	
<ul style="list-style-type: none"> N 9.3 Evaluate nutrition principles, food plans, preparations techniques and specialized dietary plans. 	
Evidence Outcomes - Students can:	21st Century Skills and Readiness Competencies
<p>N9.3.1 Analyze nutrient requirements across the life span addressing the diversity of people, culture, and religions. (PWR2.7.g) (RWC02.02.a, RWC02.02.c, RWC02.02.d) (SCI02.03.a, SCI02.03.e)</p> <p>N9.3.2 Analyze nutritional data. (HPE02.06.a) (PWR2.7.g) (RWC02.02.a, RWC02.02.c, RWC02.02.d, RWC02.04.d) (SCI02.03.a, SCI02.03.e)</p> <p>N9.3.6 Critique the selection of foods to promote a healthy lifestyle. (HPE02.04.c) (MAT01.02.a) (PWR2.7.g) (RWC02.02.a, RWC02.02.c, RWC02.02.d)</p> <p>N9.3.7 Categorize foods into exchange groups and plan menus, applying the exchange system to meet various nutrient needs. (HPE02.06.a) (PWR2.7.g) (RWC02.02.a, RWC02.02.c, RWC02.02.d) (SCI02.03.e)</p>	<p>Academic Content Knowledge Alignment:</p> <p>HPE02.04.c-Comprehensive Health and Physical Education, Physical and Personal Wellness (Health), Analyze the benefits of a healthy diet and the consequences of an unhealthy diet - <i>Describe the importance of eating a variety of foods to balance nutrient and caloric needs</i></p> <p>HPE02.06.a-Comprehensive Health and Physical Education, Physical and Personal Wellness (Health), Demonstrate ways to take responsibility for healthy eating - <i>Describe and explain how current federal nutrition standards and guidelines are useful in planning a healthy diet</i></p> <p>MAT01.02.a - Number Sense, Properties, and Operations - Formulate, represent, and use algorithms with real numbers flexibly, accurately, and efficiently. - <i>Use appropriate computation methods that encompass estimation and calculation.</i></p> <p>RWC02.02.a - Reading for All Purposes - Interpreting and evaluating complex informational texts require the understanding of rhetoric, critical reading, and analysis skills - <i>Use reading and note-taking strategies (outlining, mapping systems, skimming, scanning, key word search to</i></p>

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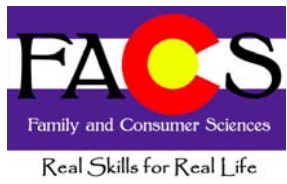
	<p><i>organize information and make connections within and across informational texts</i></p> <p>RWC02.02.c - Reading for All Purposes - Interpreting and evaluating complex informational texts require the understanding of rhetoric, critical reading, and analysis skills - <i>Obtain and use information from text and text features (index, bold or italicized text, subheadings, graphics) to answer questions, perform specific tasks, or identify and solve problems</i></p> <p>RWC02.02.d - Reading for All Purposes - Interpreting and evaluating complex informational texts require the understanding of rhetoric, critical reading, and analysis skills - <i>Explain and interpret the visual components supporting the text (maps, complex tables and diagrams, and transitional devices, such as use of white space)</i></p> <p>RWC02.04.d - Reading for All Purposes - Ideas synthesized from informational texts serve a specific purpose - <i>Use text features and graphical representations to complement comprehension and enhance critical analysis of a text</i></p> <p>SCI02.03.a - Life Science - Cellular metabolic activities are carried out by biomolecules produced by organisms - <i>Identify biomolecules and their precursors/building blocks</i></p> <p>SCI02.03.e - Life Science - Cellular metabolic activities are carried out by biomolecules produced by organisms - <i>Analyze and interpret data on the body's utilization of carbohydrates, lipids, and proteins</i></p>
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	<p>Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):</p> <p>PWR2.7.g-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Personal Responsibility - Attend to personal health and wellness.</p>
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Concepts and skills students know include:	
<ul style="list-style-type: none"> N 9.4 Apply basic concepts of nutrition and nutritional therapy in a variety of settings. 	
Evidence Outcomes - Students can:	21st Century Skills and Readiness Competencies
<p>N9.4.1 Analyze nutritional needs of individuals. (HPE02.04.c, HPE02.06.a) (PWR2.7.g) (RWC02.02.a, RWC02.02.c, RWC02.02.d) (SCI02.03.a, SCI02.03.e)</p> <p>N9.4.2 Use nutritional information to support care planning (PWR2.7.g) (RWC02.02.a, RWC02.02.c, RWC02.02.d) (SCI02.03.a, SCI02.03.e, SCI02.04.c)</p> <p>N9.4.3 Utilize a selective menu. (PWR2.7.g) (RWC02.02.a, RWC02.02.c, RWC02.02.d)</p> <p>N9.4.4 Construct a modified diet based on nutritional needs and health conditions. (PWR2.7.g) (RWC02.02.a, RWC02.02.c, RWC02.02.d, RWC03.03.a) (SCI02.03.e)</p> <p>N9.4.5 Design instruction on nutrition for health maintenance and disease prevention. (HPE02.05.b) (PWR2.7.g) (RWC02.02.a, RWC02.02.c, RWC02.02.d, RWC03.03.a) (SCI02.06.a)</p>	<p>Academic Content Knowledge Alignment:</p> <p>HPE02.04.c-Comprehensive Health and Physical Education, Physical and Personal Wellness (Health), Analyze the benefits of a healthy diet and the consequences of an unhealthy diet - <i>Describe the importance of eating a variety of foods to balance nutrient and caloric needs</i></p> <p>HPE02.05.b-Comprehensive Health and Physical Education, Physical and Personal Wellness (Health), Analyze how family, peers, media, culture, and technology influence healthy eating choices - <i>Analyze how family, peers, and the media influence food choices</i></p> <p>HPE02.06.a-Comprehensive Health and Physical Education, Physical and Personal Wellness (Health), Demonstrate ways to take responsibility for healthy eating - <i>Describe and explain how current federal nutrition standards and guidelines are useful in planning a healthy diet</i></p> <p>RWC02.02.a - Reading for All Purposes - Interpreting and evaluating complex informational texts require the understanding of rhetoric, critical reading, and analysis skills - <i>Use reading and note-taking strategies (outlining, mapping systems, skimming, scanning, key word search) to organize information and make connections within and across informational texts</i></p> <p>RWC02.02.c - Reading for All Purposes - Interpreting and evaluating complex informational texts require the understanding of rhetoric, critical reading, and analysis skills - <i>Obtain and use information from text and text features (index, bold or italicized text, subheadings, graphics) to answer questions, perform specific tasks, or identify and solve problems</i></p> <p>RWC02.02.d - Reading for All Purposes - Interpreting and evaluating complex informational texts require the understanding of rhetoric, critical reading, and analysis skills - <i>Explain and interpret the visual components</i></p>

	<p><i>supporting the text (maps, complex tables and diagrams, and transitional devices, such as use of white space)</i></p>
	<p>RWC03.03.a - Writing and Composition - Standard English conventions effectively communicate to targeted audiences and purposes - <i>Follow the conventions of Standard English to write varied, strong, correct, complete sentences</i></p> <p>SCI02.03.a - Life Science - Cellular metabolic activities are carried out by biomolecules produced by organisms - <i>Identify biomolecules and their precursors/building blocks</i></p> <p>SCI02.03.e - Life Science - Cellular metabolic activities are carried out by biomolecules produced by organisms - <i>Analyze and interpret data on the body's utilization of carbohydrates, lipids, and proteins</i></p> <p>SCI02.04.c - Life Science - The energy for life primarily derives from the interrelated processes of photosynthesis and cellular respiration. Photosynthesis transforms the sun's light energy into the chemical energy of molecular bonds. Cellular respiration allows cells to utilize chemicals - <i>Explain how carbon compounds are gradually oxidized to provide energy in the form of adenosine triphosphate (ATP), which drives many chemical reactions in the cell</i></p> <p>SCI02.06.a - Life Science - Cells, tissues, organs, and organ systems maintain relatively stable internal environments, even in the face of changing external environments - <i>Discuss how two or more body systems interact to promote health for the whole organism</i></p>
	<p>Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):</p> <p>PWR2.7.g-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Personal Responsibility - Attend to personal health and wellness.</p>



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Concepts and skills students know include:	
<ul style="list-style-type: none"> N7.2 Analyze factors relating to providing family and community services. 	
Evidence Outcomes - Students can:	21st Century Skills and Readiness Competencies
<p>N7.2.6 Analyze effective individual and family advocacy and self-advocacy strategies to overcome diverse challenges facing human services participants (HPE03.06.d) (PWR2.7.g) (RWC02.02.a, RWC02.02.c, RWC02.02.d)</p> <p>N7.2.7 Analyze community-networking opportunities in family and community services. (RWC02.02.a, RWC02.02.c, RWC02.02.d)</p>	<p>Academic Content Knowledge Alignment:</p> <p>HPE03.06.d-Comprehensive Health and Physical Education, Emotional and Social Wellness (Health), Advocate to improve or maintain positive mental and emotional health for self and others <i>-Demonstrate how to communicate the importance of seeking help for mental and emotional problems</i></p> <p>RWC02.02.a - Reading for All Purposes - Interpreting and evaluating complex informational texts require the understanding of rhetoric, critical reading, and analysis skills <i>- Use reading and note-taking strategies (outlining, mapping systems, skimming, scanning, key word search) to organize information and make connections within and across informational texts</i></p> <p>RWC02.02.c - Reading for All Purposes - Interpreting and evaluating complex informational texts require the understanding of rhetoric, critical reading, and analysis skills <i>- Obtain and use information from text and text features (index, bold or italicized text, subheadings, graphics) to answer questions, perform specific tasks, or identify and solve problems</i></p> <p>RWC02.02.d - Reading for All Purposes - Interpreting and evaluating complex informational texts require the understanding of rhetoric, critical reading, and analysis skills <i>- Explain and interpret the visual components supporting the text (maps, complex tables and diagrams, and transitional devices, such as use of white space)</i></p>

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	<p>Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):</p> <p>PWR2.7.g-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Personal Responsibility - Attend to personal health and wellness</p>
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Career Cluster/Cluster Grouping:		Human Services
Pathway(s):		Early Childhood Development
Prepared Completer Competencies:		
<ul style="list-style-type: none"> N RA - Use reasoning processes, individually and collaboratively, to take responsible action in families, workplaces and communities. 		
High School Expectations		
Concepts and skills students know include:		
<ul style="list-style-type: none"> N RA 1.0 Evaluate reasoning for self and others 		
Evidence Outcomes - Students can:		21st Century Skills and Readiness Competencies
NRA 1.1	Analyze different kinds of reasoning (e.g., scientific, practical, interpersonal). (RWC04.04.a, RWC04.04.b)	Academic Content Knowledge Alignment: RWC04.04.a - Research and Reasoning - Complex situations require critical thinking across multiple disciplines - <i>Analyze the logic of complex situations by questioning the purpose, question at issue, information, points of view, implications and consequences inferences, assumptions and concepts</i> RWC04.04.b - Research and Reasoning - Complex situations require critical thinking across multiple disciplines - <i>Evaluate strengths and weaknesses of their logic and logic of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic and precision</i>
NRA 1.2	Distinguish between adequate and inadequate reasoning. (RWC04.04.a, RWC04.04.b)	
NRA 1.3	Establish criteria for adequate reasoning. (RWC04.04.a, RWC04.04.b)	
NRA 1.4	Contrast consequences of adequate and inadequate reasoning for self, others, culture/society, and global environment. (PWR2.4.b) (RWC04.04.a, RWC04.04.b)	
		Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...): PWR2.4.b-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Global and Cultural Awareness - Interact effectively with and respect the diversity of different individuals, groups, and cultures

Concepts and skills students know include:	
<ul style="list-style-type: none"> N RA 2.0 Analyze recurring and evolving family, workplace and community concerns 	
Evidence Outcomes - Students can:	21st Century Skills and Readiness Competencies
<p>NRA 2.1 Classify different types of concerns (e.g., theoretic, technical, practical) and possible methods for addressing them. (RWC04.10.c)</p> <p>NRA 2.2 Describe recurring and evolving concerns facing individuals, families, workplaces, and communities. (RWC04.10.c)</p> <p>NRA 2.3 Describe conditions and circumstances that create or sustain recurring and evolving concerns (RWC04.10.c)</p> <p>NRA 2.4 Describe levels of concerns: individual, family, workplace, community, cultural/societal, global/environmental. (RWC04.10.c)</p>	<p>Academic Content Knowledge Alignment:</p> <p>RWC04.10.c - Research and Reasoning - Effective problem-solving strategies require high-quality reasoning - <i>Implement a purposeful and articulated process to solve a problem</i></p> <p>Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):</p>

Concepts and skills students know include:		
<ul style="list-style-type: none"> NRA 3.0 Analyze practical reasoning components 		
Evidence Outcomes - Students can:		21st Century Skills and Readiness Competencies
NRA 3.1	Differentiate types of knowledge needed for reasoned action: value-ends, goals, contextual factors, possible actions, and consequences. (RWC04.04.a)	<p>Academic Content Knowledge Alignment:</p> <p>RWC04.04.a - Research and Reasoning - Complex situations require critical thinking across multiple disciplines - <i>Analyze the logic of complex situations by questioning the purpose, question at issue, information, points of view, implications and consequences inferences, assumptions and concepts</i></p> <p>RWC04.08.c - Research and Reasoning - Informational materials, including electronic sources, need to be collected, evaluated, and analyzed for accuracy, relevance, and effectiveness for answering research questions - <i>Judge the usefulness of information based on relevance to purpose, source, objectivity, copyright date, cultural and world perspective (such as editorials), and support the decision</i></p> <p>RWC04.09.b - Research and Reasoning - Information from primary and secondary sources is used to establish relevance, significance, and accuracy in answering research questions - <i>Analyze Internet-based and other resource materials for accuracy and significance</i></p> <p>RWC04.10.a - Research and Reasoning - Effective problem-solving strategies require high-quality reasoning - <i>Analyze the purpose, question at issue, information, points of view, implications and consequences, inferences, assumptions and concepts inherent in thinking</i></p> <p>RWC04.10.c - Research and Reasoning - Effective problem-solving strategies require high-quality reasoning - <i>Implement a purposeful and articulated process to solve a problem</i></p>
NA 3.2	Analyze short-term and long-term consequences on self, family, culture/society, and global environment. (RWC04.10.c)	
NRA 3.3	Analyze assumptions that underlie beliefs and actions. (PWR2.1.e, PWR2.1.f) (RWC04.08.c)	
NRA 3.4	Distinguish adequate and/or reliable information from inadequate and/or unreliable information. (PWR2.2.b) (RWC04.09.b)	
NRA 3.5	Analyze role exchange, universal consequences, the role of ethics, and other tests for making responsible judgments. (RWC04.09.b, RWC04.10.c)	
NRA 3.6	Distinguish adequate from inadequate reasons. (RWC04.10.c)	

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	<p>Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):</p> <p>PWR2.1.e-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Critical Thinking and Problem Solving - Evaluate the credibility and relevance of information, ideas, and arguments</p> <p>PWR2.1.f-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Critical Thinking and Problem Solving - Discern bias, pose questions, marshal evidence, and present solutions</p> <p>PWR2.2.b-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Find and Use Information/Information Technology - Understand the ethical uses of information</p>
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Concepts and skills students know include: <ul style="list-style-type: none">• NRA 4.0 Implement practical reasoning for responsible action in families, workplaces and communities	
Evidence Outcomes - Students can:	21st Century Skills and Readiness Competencies

NRA 4.1	Synthesize information from a variety of sources that are judged to be reliable. (PWR2.7.d) (RWC02.06.b)	Academic Content Knowledge Alignment:
NRA 4.2	Describe a particular recurring and evolving individual, family, workplace, or community concern. (RWC04.10.a)	RWC02.06.b - Reading for All Purposes - The development of new ideas and concepts within informational and persuasive manuscripts - <i>Analyze how a concept is presented and developed in multiple texts</i>
NRA 4.3	Select goals/valued ends to resolve a particular concern. (RWC04.10.c)	RWC04.10.a - Research and Reasoning - Effective problem-solving strategies require high-quality reasoning - <i>Analyze the purpose, question at issue, information, points of view, implications and consequences, inferences, assumptions and concepts inherent in thinking</i>
NRA 4.4	Establish standards for choosing responsible action to address a particular concern. (RWC04.10.c)	RWC04.10.b - Research and Reasoning - Effective problem-solving strategies require high-quality reasoning - <i>Assess strengths and weaknesses of their thinking and thinking of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic and precision</i>
NRA 4.5	Evaluate the conditions of a particular concern, e.g. historical, social-psychological, socioeconomic, political, cultural, global/environmental. (RWC04.10.c)	RWC04.10.c - Research and Reasoning - Effective problem-solving strategies require high-quality reasoning - <i>Implement a purposeful and articulated process to solve a problem</i>
NRA 4.7	Use adequate and reliable information to critique possible actions. (RWC04.10.a)	Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):
NRA 4.8	Evaluate potential short- and long-term consequences of possible actions on self, others, culture/society, and global environment (RWC04.10.a)	PWR2.7.d-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Personal Responsibility - Take responsibility for Actions
RA 4.9	Justify possible reasons and actions based on valued ends and information that is judged to be adequate and reliable. (RWC04.10.c)	PWR2.7.d -Postsecondary & Workforce Readiness, Learning and Behavior Skills, Global and Cultural Awareness - Recognize the interdependent nature of our world
NRA 4.12	Implement and monitor a plan of action based on established standards and valued ends. (PWR2.7.d) (RWC04.10.c)	

Concepts and skills students know include:	
<ul style="list-style-type: none"> N RA 5.0 Demonstrate scientific inquiry and reasoning to gain factual knowledge and test theories on which to base judgments for action. 	
Evidence Outcomes - Students can:	21st Century Skills and Readiness Competencies
<p>NRA 5.1 Delineate scope, concepts, and scientific terminology for a particular inquiry. (RWC04.10.d)</p> <p>NRA 5.2 Judge validity and reliability of information, sources, opinions, and evidence. (RWC04.10.a, RWC04.10.b)</p>	<p>Academic Content Knowledge Alignment:</p> <p>RWC04.10.a - Research and Reasoning - Effective problem-solving strategies require high-quality reasoning - <i>Analyze the purpose, question at issue, information, points of view, implications and consequences, inferences, assumptions and concepts inherent in thinking</i></p> <p>RWC04.10.b - Research and Reasoning - Effective problem-solving strategies require high-quality reasoning - <i>Assess strengths and weaknesses of their thinking and thinking of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic and precision</i></p> <p>RWC04.10.d - Research and Reasoning - Effective problem-solving strategies require high-quality reasoning - <i>Monitor and reflect on the rationale for, and effectiveness of, choices made throughout the problem-solving process</i></p>



Family and Consumer Sciences Education 2009-2010 Standards



	Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):
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