



Family and Consumer Sciences Education 2009-2010 Standards



Industry Sector: Foundation Knowledge and Skills

Academic and Career Success

Employability, ethics, leadership, teamwork, career development, problem solving, critical thinking, information technology application, legal responsibilities, communication, safety, health and environment.

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TEEN CHOICES

Description

A one-semester course designed for 9th and 10th graders as a feeder to other CORE courses. The class focuses on personal power and success, wellness, personal relationships, understanding human sexuality, and teens and the law.

I. Personal Power and Success

A. Self-concept (*CD, LM, R)

1. Positive/negative Characteristics
2. Effects on Behavior
3. Strengthening Self-concept
4. Maslow's Hierarchy of Basic Needs
5. Learning Styles and Assessments (i.e. Multiple Intelligences)

B. Personal Growth (*LM, R)

1. Values
2. Goal Setting
 - a. Short Term
 - b. Long Term
3. Decision Making
 - a. Decision Making Models
 - b. Factors that Influence Decisions
 - c. Impact of Decisions
 - d. Handling Mistakes
4. Relationship between Values, Goals and Decision Making

C. School Success

1. Organization Skills
2. Study Skills
3. Test Taking
4. School Involvement

D. Communication (*CD, LM, R)

1. Styles/Forms
 - a. Verbal/nonverbal
 - b. Assertive, aggressive, passive, passive-aggressive
2. Techniques
 - a. Self Talk
 - b. "I" vs. "You" Messages
 - c. Active Listening

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- d. Sending/Receiving Messages
- e. Roadblocks
- f. Handling Criticisms
- g. Handling Praise and Compliments
- 3. Conflict Resolution
 - a. Power of Vocabulary
 - b. Open Mindedness
 - c. Respect
 - d. Self Control
 - e. Conflict Management

II. Personal Wellness

A. Mental/Emotional Wellness R

- 1. Understanding Emotions
- 2. Stress Management
- 3. Anger Management
- 4. Depression

B. Physical Wellness (*NW)

- 1. Body Image
- 2. Lifetime/Leisure Activities
- 3. Sleep/Rest
- 4. Nutrition
 - a. Healthy Eating
 - b. Decisions about Food
 - c. Weight Management
 - d. Eating Disorders
 - e. Hydration
- 5. Routine Health Care
- 6. Current Wellness Issues

C. Social and Community Wellness (*LM)

- 1. Driving Distractions
- 3. Volunteerism
- 4. Environmental Concerns
- 5. Community Resources

D. Addictions and/or Substance Abuse

- 1. Drugs
 - a. Over the Counter
 - b. Prescription

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- c. Illegal
 - d. Performance Enhancing Supplements
 - 2. Alcohol
 - 3. Tobacco
 - a. Smoking
 - b. Smokeless Tobacco
 - 4. Additional Addictions
 - 5. Dependency Issues
 - a. Enabling
 - b. Co-dependency
 - c. Family Issues
 - 6. Human and Nonhuman Resources
 - 7. Legal Consequences
- E. Suicide Prevention
 - 1. Early Warning Signs
 - 2. Imminent Signs
 - 3. Intervention Resources
 - 4. Treatment
- F. Emergency Care and First Aid

III. Personal Relationships

- A. Families (*CD, R)
 - 1. Family Structures (i.e. nuclear, blended, single parent, birth order)
 - 2. Healthy/Unhealthy Characteristics
 - 3. Family Communication
 - a. Empowering Others
 - b. Conflict Resolution
 - c. Group Processes
 - 4. Family Crisis
 - a. Survival Roles
 - b. Specific Crises
 - c. Family Resources
- B. Friends/Peers (*R)
 - 1. Levels of Friendships
 - 2. Characteristics of Friendships
 - 3. Responsibilities
 - 4. Rewards/Risks
 - 5. Peer Pressure
 - 6. Refusal Skills

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- 7. Appreciating Diversity
- 8. Bullying
- C. Dating *(*R)*
 - 1. Love vs. Infatuation
 - 2. Stages of Dating
 - 3. Responsibilities and Rights
 - 4. Date Rape
 - 5. Understanding Differences (i.e. gender, cultural, social)
 - 6. Breaking Up
- D. Abusive Relationships *(*R)*
 - 1. Types of Abusive Relationships
 - a. Physical
 - b. Sexual
 - c. Emotional
 - d. Neglect
 - 2. Abusive Behaviors
 - 3. Abuse in the Family
 - 4. Intervention and Resources

IV. Understanding Human Sexuality

- A. Human Sexuality *(*R)*
 - 1. Reproductive Systems
 - 2. Responsible Decision-Making
 - a. Myths and Misconceptions vs. Facts
 - b. Exploring Personal Feelings
 - c. Individual and Family Values
 - 3. Abstinence
 - 4. Contraception
 - 5. Sexually Transmitted Diseases and Infections
- B. Teen Pregnancy *(*CD)*
 - 1. Teen Parenting
 - 2. Options

V. Teens and the Law

- A. Introduction to Juvenile Law - Colorado Title 19
- B. Students' Legal Rights and Responsibilities
- C. Curfews
- D. Violence
 - 1. Gangs



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- 2. School Violence
- 3. Harassment (i.e. Stalking, Menacing, Obscene Phone Calls)
- 4. Assault/Battery
- E. Shoplifting
- F. Internet/Cell Phone Safety and Etiquette
- G. Emancipation
- H. Running Away
- I. Driving Impairment

***Information may also be covered in:**

- CD – Child Development
- LM – Life Management
- NW – Nutrition and Wellness
- R - Relationships

TEEN CHOICES

Career Cluster/Cluster Grouping:	Foundation Knowledge and Skills (Academic and Career Success)
Pathway(s):	Family and Consumer Sciences – Teen Choices
Prepared Completer Competencies:	
<ul style="list-style-type: none"> N 13.0 Demonstrate respectful and caring relationships in the family, workplace and community 	
High School Expectations	
Concepts and skills students know include:	
<ul style="list-style-type: none"> N 13.1 Analyze functions and expectations of various types of relationships 	
Evidence Outcomes - Students can:	21st Century Skills and Readiness Competencies
<p>N13.1.1 Analyze processes for building and maintaining interpersonal relationships. (HPE02.07.a, HPE02.07.b, HPE02.07.d, HPE02.07.e, HPE02.08.a, HPE02.08.b, HPE02.08.c) (PWR2.9.a) (RWC04.10.a, RWC04.10.c)</p> <p>N13.1.3 Compare physical, emotional, spiritual and intellectual functioning in stable and unstable relationships. (HPE02.07.b, HPE02.07.h) (PWR2.9.a)</p> <p>N13.1.4 Analyze factors that contribute to healthy and unhealthy relationships. (HPE02.07.a, HPE02.07.b, HPE02.07.c, HPE02.07.e, HPE02.07.g, HPE02.08.a, HPE02.08.b, HPE02.08.c, HPE04.07.a, HPE04.07.b, HPE04.07.c, HPE04.07.d) (PWR2.7.a; PWR2.7.g) (RWC04.10.a, RWC04.10.c)</p>	<p>Academic Content Knowledge Alignment:</p> <p>HPE02.07.a-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>Define the characteristics of healthy relationships, dating, committed relationships, marriage, and family</i></p> <p>HPE02.07.b-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 the possible consequences of early sexual activity and the emotional, mental, social, and physical benefits for delaying sexual activity</i></p> <p>HPE02.07.c-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>Describe how a person can choose to abstain from sexual activity at any point in time, even after having engaged in prior sexual activity</i></p>

<p>N13.1.5 Analyze processes for handling unhealthy relationships (HPE02.07.f, HPE02.07.i) (PWR2.7.a; PWR2.7.g) (RWC04.10.a, RWC04.10.c)</p> <p>N13.1.6 Demonstrate stress management strategies for family, work, and community settings. (HPE02.07.f, HPE02.07.h) (PWR2.7.a; PWR2.7.d; PWR2.9.a) (RWC04.10.a)</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>HPE02.07.e-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>Explain the difference between risk avoidance and risk reduction and strategies one can utilize for each as it relates to STD's and pregnancy.</i></p> <p>HPE02.07.f-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 when it is necessary to seek help with or leave an unhealthy situation</i></p> <p>HPE02.07.g-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 risks of sharing personal information thru modern technology Evaluate how HIV/AIDS and other sexually transmitted diseases (STDs) or pregnancy could impact life goals</i></p> <p>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>HPE02.07.i-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>Appraise internal and external influences and pressures to become sexually active, and demonstrate strategies to resist those pressures</i></p>
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	<p>HPE02.08.a-Comprehensive Health and Physical Education, Physical and Personal Wellness (Health), Support others in making positive and healthful choices about sexual activity - <i>Demonstrate ways to encourage friends to remain sexually abstinent or return to abstinence if sexually active</i></p> <p>HPE02.08.b-Comprehensive Health and Physical Education, Physical and Personal Wellness (Health), Support others in making positive and healthful choices about sexual activity - <i>Communicate the benefits of avoiding or reducing the risk of unwanted pregnancy and sexually transmitted diseases, including HIV</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>HPE04.07.a-Comprehensive Health and Physical Education, Prevention and Risk Management (Health), Analyze the factors that influence community and societal beliefs that underlie violence, and describe relationships, attitudes, behavior, and vulnerability to violence - <i>Demonstrate tolerance for individual differences</i></p> <p>HPE04.07.b-Comprehensive Health and Physical Education, Prevention and Risk Management (Health), Analyze the factors that influence community and societal beliefs that underlie violence, and describe relationships, attitudes, behavior, and vulnerability to violence - <i>Analyze the consequences of prejudice, discrimination, bias, racism, sexism, and hate crimes</i></p>
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	<p>HPE04.07.c-Comprehensive Health and Physical Education, Prevention and Risk Management (Health), Analyze the factors that influence community and societal beliefs that underlie violence, and describe relationships, attitudes, behavior, and vulnerability to violence - <i>Analyze situations that could lead to different types of violence such as bullying, verbal abuse, hazing, physical assault and fighting, dating violence, acquaintance rape, sexual assault, and family violence</i></p> <p>HPE04.07.d-Comprehensive Health and Physical Education, Prevention and Risk Management (Health), Analyze the factors that influence community and societal beliefs that underlie violence, and describe relationships, attitudes, behavior, and vulnerability to violence - <i>Demonstrate the ability to take the perspectives of others in a conflict situation</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> <p>Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):</p> <p>PWR2.7.a-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Personal Responsibility - Balance self-advocacy with the consideration of others.</p> <p>PWR2.7.d-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Personal Responsibility - Take responsibility for actions.</p> <p>PWR2.7.g-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Personal Responsibility - Attend to personal health and wellness.</p> <p>PWR2.9.a-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Collaboration - Work effectively with others.</p>
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Concepts and skills students know include:	
<ul style="list-style-type: none"> • N13.2 Analyze personal needs and characteristics and their impact on interpersonal relationships. 	
Evidence Outcomes - Students can:	21 st Century Skills and Readiness Competencies
<p>N13.2.1 Analyze the effects of personal characteristics on relationships. (HPE02.07.a, HPE02.07.c, HPE02.07.d, HPE02.07.e, HPE02.07.g, HPE02.08.a, HPE02.08.b, HPE02.08.c, HPE03.04.a, HPE03.05.a, HPE03.05.b, HPE03.05.c, HPE04.09.a, HPE04.09.b) (PWR2.1.a; PWR2.7.a) (RWC04.10.c)</p> <p>N13.2.2 Analyze the effect of personal need on relationships. (HPE02.07.a, HPE02.07.c, HPE02.07.d, HPE02.07.f, HPE02.07.g, HPE03.04.a, HPE03.05.a, HPE03.05.b, HPE03.05.c) (PWR2.1.a; PWR2.7.a) (RWC04.10.c)</p> <p>N13.2.3 Analyze the effects of self-esteem and self-image on relationships. (HPE02.07.a, HPE02.07.b, HPE02.07.c, HPE02.07.d, HPE02.07.e, HPE02.07.f, HPE02.07.g, HPE02.08.a, HPE02.08.b, HPE02.08.c, HPE03.04.a, HPE03.04.b, HPE03.04.c, HPE03.04.d, HPE04.09.c) (PWR2.1.a; PWR2.7.a) (RWC04.10.c)</p>	<p>Academic Content Knowledge Alignment:</p> <p>HPE02.07.a-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>Define the characteristics of healthy relationships, dating, committed relationships, marriage, and family</i></p> <p>HPE02.07.b-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 the possible consequences of early sexual activity and the emotional, mental, social, and physical benefits for delaying sexual activity</i></p> <p>HPE02.07.c-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>Describe how a person can choose to abstain from sexual activity at any point in time, even after having engaged in prior sexual activity</i></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>HPE02.07.e-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>Explain the difference between risk avoidance and risk reduction and strategies one can utilize for each as it relates to STD's and pregnancy.</i></p>

<p>N13.2.4 Analyze the effects of life span events and conditions on relationships. (HPE02.07.a, HPE02.07.b, HPE02.07.c, HPE02.07.d, HPE02.07.e, HPE02.07.f, HPE02.07.g, HPE02.08c, HPE03.04.a, HPE03.04.b, HPE03.04.c, HPE03.04.d, HPE03.05.a, HPE03.05.b, HPE03.05.c, HPE04.09.d, HPE04.09.e) (PWR2.1.a; PWR2.7.a) (RWC04.01.b)</p>	<p>HPE02.07.f-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 when it is necessary to seek help with or leave an unhealthy situation</i></p> <p>HPE02.07.g-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 risks of sharing personal information thru modern technology Evaluate how HIV/AIDS and other sexually transmitted diseases (STDs) or pregnancy could impact life goals</i></p>
<p>N13.2.5 Explain the effects of personal standards and behaviors on interpersonal relationships. (HPE02.07.a, HPE02.07.b, HPE02.07.c, HPE02.07.d, HPE02.07.e, HPE02.07.f, HPE02.07.g, HPE02.08.a, HPE02.08.b, HPE02.08.c, HPE03.04.a, HPE03.04.b, HPE03.04.d, HPE03.05.a, HPE03.05.b, HPE03.05.c, HPE04.09.f)</p>	<p>HPE02.08.a-Comprehensive Health and Physical Education, Physical and Personal Wellness (Health), Support others in making positive and healthful choices about sexual activity - <i>Demonstrate ways to encourage friends to remain sexually abstinent or return to abstinence if sexually active</i></p> <p>HPE02.08.b-Comprehensive Health and Physical Education, Physical and Personal Wellness (Health), Support others in making positive and healthful choices about sexual activity - <i>Communicate the benefits of avoiding or reducing the risk of unwanted pregnancy and sexually transmitted diseases, including HIV</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>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>HPE03.04.b-Comprehensive Health and Physical Education, Emotional and Social Wellness (Health), Analyze the interrelationship of physical, mental, emotional, and social health - <i>Describe how mental and emotional health can affect health-related behaviors</i></p> <p>HPE03.04.c-Comprehensive Health and Physical Education, Emotional and Social Wellness (Health), Analyze the interrelationship of physical, mental, emotional, and social health - <i>Evaluate effective strategies for dealing with stress</i></p> <p>HPE03.04.d-Comprehensive Health and Physical Education, Emotional and Social Wellness (Health), Analyze the interrelationship of physical, mental, emotional, and social health - <i>Analyze the causes, symptoms, and effects of depression and anxiety</i></p> <p>HPE03.05.a-Comprehensive Health and Physical Education, Emotional and Social Wellness (Health), Set goals, and monitor progress on attaining goals for future success - <i>Analyze why setting a personal goal contributes to mental and emotional wellness</i></p> <p>HPE03.05.b-Comprehensive Health and Physical Education, Emotional and Social Wellness (Health), Set goals, and monitor progress on attaining goals for future success - <i>Define a clear, attainable personal goal</i></p> <p>HPE03.05.c-Comprehensive Health and Physical Education, Emotional and Social Wellness (Health), Set goals, and monitor progress on attaining goals for future success - <i>Describe steps needed to reach personal goals</i></p>
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	<p>HPE04.09.a-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 how power and control differences in relationships such as peer, dating, or family relationships can contribute to aggression and violence</i></p> <p>HPE04.09.b-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 situations that could lead to pressure to have sex</i></p> <p>HPE04.09.c-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>Summarize why individuals have the right to refuse sexual contact</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>HPE04.09.e-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 how media messages normalize violence</i></p> <p>HPE04.09.f-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>Explain the risks associated with choosing friends who use substances and violence to solve problems</i></p> <p>RWC04.01.b - Research and Reasoning - Independent research designs articulate and defend information, conclusions and solutions that address specific contexts and purposes - <i>Critique research questions of self and others for bias and underlying assumptions</i></p>
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	<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> <p>PWR2.1.a-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Critical Thinking and Problem Solving - Apply logical reasoning and analytical skills.</p> <p>PWR2.7.a-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Personal Responsibility - Balance self-advocacy with the consideration of others.</p>

Concepts and skills students know include:	
<ul style="list-style-type: none"> N 13.3 Demonstrate communication skills that contribute to positive relationships. 	
Evidence Outcomes - Students can:	21st Century Skills and Readiness Competencies
<p>N13.3.1 Analyze communication styles and their effects on relationships. (HPE02.07.a, HPE02.07.b, HPE02.07.f, HPE02.07.i, HPE02.08.a, HPE02.08.b, HPE02.08.c, HPE03.06.c) (PWR2.1.a; PWR2.8.a; PWR2.8.b) (RWC04.10.c)</p> <p>N13.3.2 Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication. (HPE02.07.c, HPE02.07.g, HPE02.08.a, HPE03.06.b, HPE03.06.c, HPE03.06.d, HPE04.05.a, HPE04.05.b, HPE04.05.c, HPE04.11.a, HPE04.11.b, HPE04.11.c, HPE04.11.d, HPE04.11.e) (PWR2.8.a; PWR2.8.b) (RWC01.02.f, RWC01.07.b)</p> <p>N13.3.3 Demonstrate effective listening and feedback techniques. (HPE02.08.a, HPE03.06.b, HPE03.06.c, HPE03.06.d) (PWR2.8.a; PWR2.8.b) (RWC01.07.b, RWC04.10.c)</p> <p>N13.3.4 Analyze strategies to overcome communication barriers in family, community and work settings. (HPE02.07.c, HPE02.07.f, HPE02.07.i, HPE03.06.a) (PWR2.1.a; PWR2.8.a; PWR2.8.b) (RWC01.02.b, RWC04.10.c)</p> <p>N13.3.6 Analyze the effects of communication technology in family, work, and community settings. (HPE02.07.g, HPE03.06.a) (PWR2.1.a; PWR2.8.a; PWR2.8.b) (RWC04.10.c)</p>	<p>Academic Content Knowledge Alignment:</p> <p>HPE02.07.a-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>Define the characteristics of healthy relationships, dating, committed relationships, marriage, and family</i></p> <p>HPE02.07.b-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 the possible consequences of early sexual activity and the emotional, mental, social, and physical benefits for delaying sexual activity</i></p> <p>HPE02.07.c-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>Describe how a person can choose to abstain from sexual activity at any point in time, even after having engaged in prior sexual activity</i></p> <p>HPE02.07.f-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 when it is necessary to seek help with or leave an unhealthy situation</i></p> <p>HPE02.07.g-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 risks of sharing personal information thru modern technology Evaluate how HIV/AIDS and other sexually transmitted diseases (STDs) or pregnancy could impact life goals</i></p>

	<p>HPE02.07.i-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>Appraise internal and external influences and pressures to become sexually active, and demonstrate strategies to resist those pressures</i></p> <p>HPE02.08.a-Comprehensive Health and Physical Education, Physical and Personal Wellness (Health), Support others in making positive and healthful choices about sexual activity - <i>Demonstrate ways to encourage friends to remain sexually abstinent or return to abstinence if sexually active</i></p> <p>HPE02.08.b-Comprehensive Health and Physical Education, Physical and Personal Wellness (Health), Support others in making positive and healthful choices about sexual activity - <i>Communicate the benefits of avoiding or reducing the risk of unwanted pregnancy and sexually transmitted diseases, including HIV</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>HPE03.06.a-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 effective and respectful advocacy strategies in support of the needs and rights of others</i></p> <p>HPE03.06.b-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 support and respect for diversity</i></p>
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	<p>HPE03.06.c-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>Advocate for positive and respectful school environment that supports pro-social behavior</i></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>HPE04.05.a-Comprehensive Health and Physical Education, Prevention and Risk Management (Health), Develop interpersonal communication skills to refuse or avoid alcohol, tobacco, or other drugs - <i>Demonstrate verbal and nonverbal ways to refuse alcohol, tobacco, and other drugs</i></p> <p>HPE04.05.b-Comprehensive Health and Physical Education, Prevention and Risk Management (Health), Develop interpersonal communication skills to refuse or avoid alcohol, tobacco, or other drugs - <i>Demonstrate effective negotiating skills to avoid riding in a car with someone who has been using alcohol or other drugs</i></p> <p>HPE04.05.c-Comprehensive Health and Physical Education, Prevention and Risk Management (Health), Develop interpersonal communication skills to refuse or avoid alcohol, tobacco, or other drugs - <i>Demonstrate effective persuasion skills that encourage friends and family not to use alcohol, tobacco, and other drugs</i></p> <p>HPE04.11.a-Comprehensive Health and Physical Education, Prevention and Risk Management (Health), Demonstrate verbal and nonverbal communication skills and strategies to prevent violence - <i>Demonstrate verbal and nonverbal ways to ask for help from a parent, other trusted adult, or friend when pressured to engage in violence</i></p>
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	<p>HPE04.11.b-Comprehensive Health and Physical Education, Prevention and Risk Management (Health), Demonstrate verbal and nonverbal communication skills and strategies to prevent violence - <i>Demonstrate verbal and nonverbal ways to refuse pressure to engage in violence</i></p> <p>HPE04.11.c-Comprehensive Health and Physical Education, Prevention and Risk Management (Health), Demonstrate verbal and nonverbal communication skills and strategies to prevent violence - <i>Demonstrate strategies that could be used to prevent a conflict from starting or escalating</i></p> <p>HPE04.11.d-Comprehensive Health and Physical Education, Prevention and Risk Management (Health), Demonstrate verbal and nonverbal communication skills and strategies to prevent violence - <i>Demonstrate effective strategies for resolving conflicts with another person in nonviolent ways</i></p> <p>HPE04.11.e-Comprehensive Health and Physical Education, Prevention and Risk Management (Health), Demonstrate verbal and nonverbal communication skills and strategies to prevent violence - <i>Demonstrate verbal and nonverbal ways to stop or prevent hazing</i></p> <p>RWC01.02.b - Oral Expression and Listening - Effective collaborative groups accomplish goals - <i>Implement an effective group effort that achieves a goal</i></p> <p>RWC01.02.c - Oral Expression and Listening - Effective collaborative groups accomplish goals - <i>Analyze differences in group perspectives to help bring the group to consensus or to solve a perceived problem</i></p>
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	<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>RWC01.07.b - Oral Expression and Listening - Oral presentations require effective preparation strategies - <i>Use verbal and nonverbal techniques to communicate information</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> <hr/> <p>Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):</p> <p>PWR2.1.a-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Critical Thinking and Problem Solving - Apply logical reasoning and analytical skills.</p> <p>PWR2.8.a-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Communication - Read, write, listen and speak effectively.</p> <p>PWR2.8.b-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Communication - Construct clear, coherent, and persuasive arguments</p>
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Concepts and skills students know include:	
<ul style="list-style-type: none"> N13.4 Evaluate effective conflict prevention and management techniques. 	
Evidence Outcomes - Students can:	21 st Century Skills and Readiness Competencies
	Academic Content Knowledge Alignment:
N13.4.1 Analyze the origin and development of attitudes and behaviors regarding conflict. (HPE03.04.c, HPE03.04.d) (PWR2.1.a) (RWC04.10.c)	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>
N13.4.2 Explain how similarities and differences among people affect conflict prevention and management. (HPE03.04.a, HPE03.04.b, HPE04.07.a) (RWC04.10.c)	HPE03.04.b-Comprehensive Health and Physical Education, Emotional and Social Wellness (Health), Analyze the interrelationship of physical, mental, emotional, and social health - <i>Describe how mental and emotional health can affect health-related behaviors</i>
N13.4.3 Apply the roles of decision making and problem solving in reducing and managing conflict. (HPE04.05.a, HPE04.06.a) (RWC04.10.c)	HPE03.04.c-Comprehensive Health and Physical Education, Emotional and Social Wellness (Health), Analyze the interrelationship of physical, mental, emotional, and social health - <i>Evaluate effective strategies for dealing with stress</i>
N13.4.4 Demonstrate nonviolent strategies that address conflict. (HPE04.07.b, HPE04.07.d, HPE04.11.a, HPE04.11.b, HPE04.11.c, HPE04.11.d, HPE04.11.e) (PWR2.9.a) (RWC04.03.c)	HPE03.04.d-Comprehensive Health and Physical Education, Emotional and Social Wellness (Health), Analyze the interrelationship of physical, mental, emotional, and social health - <i>Analyze the causes, symptoms, and effects of depression and anxiety</i>
N13.4.5 Demonstrate effective responses to harassment. (HPE04.07.d) (PWR2.9.a) (RWC04.10.c)	HPE04.05.a-Comprehensive Health and Physical Education, Prevention and Risk Management (Health), Develop interpersonal communication skills to refuse or avoid alcohol, tobacco, or other drugs - <i>Demonstrate verbal and nonverbal ways to refuse alcohol, tobacco, and other drugs</i>
N13.4.6 Assess community resources that support conflict prevention and management. (HPE04.07.c, HPE04.10.a, HPE04.10.b, HPE04.12.a, HPE04.12.b, HPE04.12.c, HPE04.12.d) (PWR2.1.e) (RWC04.06.c)	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>

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	<p>Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):</p> <p>PWR2.1.a-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Critical Thinking and Problem Solving - Apply logical reasoning and analytical skills.</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>PWR2.9.a-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Collaboration - Work effectively with others.</p>
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Concepts and skills students know include:	
<ul style="list-style-type: none"> N13.6 Demonstrate standards that guide behavior in interpersonal relationships 	
Evidence Outcomes - Students can:	21st Century Skills and Readiness Competencies
<p>N13.6.1 Apply critical thinking and ethical criteria to evaluate interpersonal relationships. (HPE02.07.a, HPE02.07.b, HPE02.07.c, HPE02.07.d, HPE02.07.e, HPE02.07.f, HPE02.07.g, HPE02.07.h, HPE02.07.i) (PWR2.1.a) (RWC04.10.c)</p> <p>N13.6.2 Apply guidelines for assessing the nature of issues and situations. (HPE02.07.b, HPE02.07.c, HPE02.07.d, HPE02.07.e, HPE02.07.f, HPE02.07.g, HPE02.07.h, HPE02.07.i, HPE02.08.a, HPE02.08.b, HPE02.08.c, HPE04.03.a, HPE04.03.b, HPE04.03.c, HPE04.03.d, HPE04.03.e, HPE04.03.f) (RWC04.10.c)</p> <p>N13.6.3 Apply critical thinking and ethical standards when making judgments and taking action. (HPE02.07.b, HPE02.07.c, HPE02.07.d, HPE02.07.e, HPE02.07.f, HPE02.07.g, HPE02.07.h, HPE02.07.i, HPE04.03.a, HPE04.03.b, HPE04.03.c, HPE04.03.d, HPE04.03.e, HPE04.03.f, HPE04.05.a, HPE04.05.b, HPE04.05.c) (PWR2.7.c) (RWC04.06.c)</p> <p>N13.6.4 Demonstrate ethical behavior in family, workplace, and community settings. (HPE02.07.g) (PWR2.7.d)</p> <p>N13.6.5 Compare the relative merits of opposing points of view regarding current ethical issues. (HPE02.08.a, HPE02.08.b, HPE02.08.c)</p>	<p>Academic Content Knowledge Alignment:</p> <p>HPE02.07.a-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>Define the characteristics of healthy relationships, dating, committed relationships, marriage, and family</i></p> <p>HPE02.07.b-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 the possible consequences of early sexual activity and the emotional, mental, social, and physical benefits for delaying sexual activity</i></p> <p>HPE02.07.c-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>Describe how a person can choose to abstain from sexual activity at any point in time, even after having engaged in prior sexual activity</i></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>HPE02.07.e-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>Explain the difference between risk avoidance and risk reduction and strategies one can utilize for each as it relates to STD's and pregnancy.</i></p>

	<p>HPE02.07.f-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 when it is necessary to seek help with or leave an unhealthy situation</i></p> <p>HPE02.07.g-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 risks of sharing personal information thru modern technology Evaluate how HIV/AIDS and other sexually transmitted diseases (STDs) or pregnancy could impact life goals</i></p> <p>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>HPE02.07.i-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>Appraise internal and external influences and pressures to become sexually active, and demonstrate strategies to resist those pressures</i></p> <p>HPE02.08.a-Comprehensive Health and Physical Education, Physical and Personal Wellness (Health), Support others in making positive and healthful choices about sexual activity - <i>Demonstrate ways to encourage friends to remain sexually abstinent or return to abstinence if sexually active</i></p> <p>HPE02.08.b-Comprehensive Health and Physical Education, Physical and Personal Wellness (Health), Support others in making positive and healthful choices about sexual activity - <i>Communicate the benefits of avoiding or reducing the risk of unwanted pregnancy and sexually transmitted diseases, including HIV</i></p>
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	<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>HPE04.03.a-Comprehensive Health and Physical Education, Prevention and Risk Management (Health), The impact of individuals' use or nonuse of alcohol or other drugs - <i>Analyze healthy alternatives to substance use</i></p> <p>HPE04.03.b-Comprehensive Health and Physical Education, Prevention and Risk Management (Health), The impact of individuals' use or nonuse of alcohol or other drugs - <i>Predict the potential effects of an individual's substance abuse on others</i></p> <p>HPE04.03.c-Comprehensive Health and Physical Education, Prevention and Risk Management (Health), The impact of individuals' use or nonuse of alcohol or other drugs - <i>Analyze the consequences of using weight-loss pills and products as well as and performance-enhancing drugs</i></p> <p>HPE04.03.d-Comprehensive Health and Physical Education, Prevention and Risk Management (Health), The impact of individuals' use or nonuse of alcohol or other drugs - <i>Analyze the relationship between using alcohol and other drugs as well as other health risks such as unintentional injuries, violence, suicide, sexual activity, and tobacco use</i></p> <p>HPE04.03.e-Comprehensive Health and Physical Education, Prevention and Risk Management (Health), The impact of individuals' use or nonuse of alcohol or other drugs - <i>Describe the harmful effects of binge drinking</i></p> <p>HPE04.03.f-Comprehensive Health and Physical Education, Prevention and Risk Management (Health), The impact of individuals' use or nonuse of alcohol or other drugs - <i>Summarize the relationship between intravenous drug use and the transmission of blood-borne diseases such as HIV and hepatitis</i></p>
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	<p>HPE04.05.a-Comprehensive Health and Physical Education, Prevention and Risk Management (Health), Develop interpersonal communication skills to refuse or avoid alcohol, tobacco, or other drugs - <i>Demonstrate verbal and nonverbal ways to refuse alcohol, tobacco, and other drugs</i></p> <p>HPE04.05.b-Comprehensive Health and Physical Education, Prevention and Risk Management (Health), Develop interpersonal communication skills to refuse or avoid alcohol, tobacco, or other drugs - <i>Demonstrate effective negotiating skills to avoid riding in a car with someone who has been using alcohol or other drugs</i></p> <p>HPE04.05.c-Comprehensive Health and Physical Education, Prevention and Risk Management (Health), Develop interpersonal communication skills to refuse or avoid alcohol, tobacco, or other drugs - <i>Demonstrate effective persuasion skills that encourage friends and family not to use alcohol, tobacco, and other drugs</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>RWC04.10.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>
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Career Cluster/Cluster Grouping:	Foundation Knowledge and Skills (Academic and Career Success)	
Pathway(s):	Family and Consumer Sciences –Teen Choices	
Prepared Completer Competencies:		
<ul style="list-style-type: none"> N14.0 Demonstrate nutrition and wellness practice that enhance individual and family well-being 		
High School Expectations		
Concepts and skills students know include:		
<ul style="list-style-type: none"> N14.1 Analyze factors that influence nutrition and wellness practices across the lifespan 		
Evidence Outcomes - Students can:	21st Century Skills and Readiness Competencies	
<p>N14.1.1 Explain physical, emotional, social, psychological, and spiritual components of individual and family wellness. (HPE02.04.a, HPE02.04.b, HPE02.04.c, HPE02.04.d, HPE02.04.e, HPE02.05.b, HPE02.05.c, HPE02.05.d, HPE02.05.e, HPE02.06.b, HPE02.06.c, HPE02.06.d, HPE02.09.a, HPE02.09.b, HPE04.03.a, HPE04.03.b, HPE04.03.c, HPE04.03.d, HPE04.03.e, HPE04.03.f, HPE04.08.a, HPE04.08.b, HPE04.08.c, HPE04.12.a, HPE04.12.b, HPE04.12.c, HPE04.12.d) (PWR2.1.a)</p> <p>N14.1.5 Analyze legislation and regulations related to nutrition and wellness. (HPE02.06.a, HPE02.09.c) (RWC04.10.c)</p>	<p>Academic Content Knowledge Alignment:</p> <p>HPE02.04.a-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>Use nutritional evidence to describe a healthy diet and an unhealthy diet</i></p> <p>HPE02.04.b-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>Analyze and describe the relationship among healthy eating, physical activity, and chronic diseases such as heart disease, cancer, type-2 diabetes, hypertension, and osteoporosis</i></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>HPE02.04.d-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>Explain the effects of disordered eating and eating disorders on healthy growth and development</i></p> <p>HPE02.04.e-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>Analyze the relationship between eating behavior and metabolism</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>HPE02.05.c-Comprehensive Health and Physical Education, Physical and Personal Wellness (Health), Analyze how family, peers, media, culture, and technology influence healthy eating choices - <i>Analyze the influence of media on the selection of products and services related to weight management</i></p> <p>HPE02.05.d-Comprehensive Health and Physical Education, Physical and Personal Wellness (Health), Analyze how family, peers, media, culture, and technology influence healthy eating choices - <i>Analyze the influence of family, peers, culture, and media on body image and the subsequent effects on eating behavior</i></p> <p>HPE02.05.e-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 a positive or a negative body image can influence eating behavior</i></p>
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	<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>HPE02.06.b-Comprehensive Health and Physical Education, Physical and Personal Wellness (Health), Demonstrate ways to take responsibility for healthy eating - <i>Use information on food labels to make healthy eating choices</i></p> <p>HPE02.06.c-Comprehensive Health and Physical Education, Physical and Personal Wellness (Health), Demonstrate ways to take responsibility for healthy eating - <i>Demonstrate how to balance caloric intake with caloric expenditure to maintain, gain, or reduce weight in a healthy manner</i></p> <p>HPE02.06.d-Comprehensive Health and Physical Education, Physical and Personal Wellness (Health), Demonstrate ways to take responsibility for healthy eating - <i>Set a goal to improve one's personal food choices that lead to a healthier diet</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>HPE02.09.b-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>Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness</i></p>
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	<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>HPE04.03.a-Comprehensive Health and Physical Education, Prevention and Risk Management (Health), The impact of individuals' use or nonuse of alcohol or other drugs - <i>Analyze healthy alternatives to substance use</i></p> <p>HPE04.03.b-Comprehensive Health and Physical Education, Prevention and Risk Management (Health), The impact of individuals' use or nonuse of alcohol or other drugs - <i>Predict the potential effects of an individual's substance abuse on others</i></p> <p>HPE04.03.c-Comprehensive Health and Physical Education, Prevention and Risk Management (Health), The impact of individuals' use or nonuse of alcohol or other drugs - <i>Analyze the consequences of using weight-loss pills and products as well as and performance-enhancing drugs</i></p> <p>HPE04.03.d-Comprehensive Health and Physical Education, Prevention and Risk Management (Health), The impact of individuals' use or nonuse of alcohol or other drugs - <i>Analyze the relationship between using alcohol and other drugs as well as other health risks such as unintentional injuries, violence, suicide, sexual activity, and tobacco use</i></p> <p>HPE04.03.e-Comprehensive Health and Physical Education, Prevention and Risk Management (Health), The impact of individuals' use or nonuse of alcohol or other drugs - <i>Describe the harmful effects of binge drinking</i></p>
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	<p>HPE04.03.f-Comprehensive Health and Physical Education, Prevention and Risk Management (Health), The impact of individuals' use or nonuse of alcohol or other drugs - <i>Summarize the relationship between intravenous drug use and the transmission of blood-borne diseases such as HIV and hepatitis</i></p> <p>HPE04.08.a-Comprehensive Health and Physical Education, Prevention and Risk Management (Health), Analyze the underlying causes of self-harming behavior, harming others and steps involved in seeking help - <i>Analyze the signs and symptoms of people who are in danger of harming themselves or others</i></p> <p>HPE04.08.b-Comprehensive Health and Physical Education, Prevention and Risk Management (Health), Analyze the underlying causes of self-harming behavior, harming others and steps involved in seeking help - <i>Explain how self-directed violence is the result of the accumulation of multiple problems rather than just one problem</i></p> <p>HPE04.08.c-Comprehensive Health and Physical Education, Prevention and Risk Management (Health), Analyze the underlying causes of self-harming behavior, harming others and steps involved in seeking help - <i>Summarize why it is important to tell an adult if there are people who are in danger of harming themselves or others</i></p> <p>HPE04.12.a-Comprehensive Health and Physical Education, Prevention and Risk Management (Health), Advocate for changes in the home, school, or community that would increase safety - <i>Determine situations and environments that could lead to unsafe risks that cause injuries</i></p>
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	<p>HPE04.12.b-Comprehensive Health and Physical Education, Prevention and Risk Management (Health), Advocate for changes in the home, school, or community that would increase safety - <i>Explain ways to reduce the risk of injuries while biking or driving motor vehicles such as automobiles, snowmobiles, and jet skis, including cell phone use and testing</i></p> <p>HPE04.12.c-Comprehensive Health and Physical Education, Prevention and Risk Management (Health), Advocate for changes in the home, school, or community that would increase safety - <i>Advocate for others to not use alcohol or other drugs when biking, driving, or riding in a car</i></p> <p>HPE04.12.d-Comprehensive Health and Physical Education, Prevention and Risk Management (Health), Advocate for changes in the home, school, or community that would increase safety - <i>Advocate for changes at home, in school, or in the community that would increase safety – such as testing smoke detectors, implementing a fire escape plan, and erecting fencing around swimming pools</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>Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):</p> <p>PWR2.1.a-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Critical Thinking and Problem Solving - Apply logical reasoning and analytical skills.</p>
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Concepts and skills students know include:	
<ul style="list-style-type: none"> N14.2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span. 	
Evidence Outcomes - Students can:	21st Century Skills and Readiness Competencies
<p>N14.2.1 Analyze the effect of nutrients on health, appearance, and peak performance. (HPE02.04.a, HPE02.04.b, HPE02.04.c, HPE02.04.d, HPE02.05a, HPE02.05b, HPE02.05c, HPE02.05d, HPE02.05e) (PWR2.1.a; PWR2.7.g) (RWC04.10.c)</p> <p>N14.2.2 Analyze the relationship of nutrition and wellness to individual and family health throughout the life span. (HPE02.05b, HPE02.05c, HPE02.05d, HPE02.05e, HPE02.06.a, HPE02.06.c, HPE04.04.b) (PWR2.1.a; PWR2.7.g) (SCI02.06.a)</p> <p>N14.2.3 Analyze the effects of food and diet fads, food addictions, and eating disorders on wellness. (HPE02.04.e, HPE02.05a, HPE02.05b, HPE02.05c, HPE02.05d, HPE02.05e, HPE02.06.c) (PWR2.1.a; PWR2.7.g) (RWC04.10.c) (SCI02.06.a)</p> <p>N14.2.4 Analyze sources of food and nutrition information, including food labels, related to health and wellness. (HPE02.04.b, HPE02.05a, HPE02.05b, HPE02.05c, HPE02.05d, HPE02.05e, HPE02.06.a, HPE02.06.b) (PWR2.1.a; PWR2.7.g) (RWC04.10.c)</p>	<p>Academic Content Knowledge Alignment:</p> <p>HPE02.04.a-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>Use nutritional evidence to describe a healthy diet and an unhealthy diet</i></p> <p>HPE02.04.b-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>Analyze and describe the relationship among healthy eating, physical activity, and chronic diseases such as heart disease, cancer, type-2 diabetes, hypertension, and osteoporosis</i></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>HPE02.04.d-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>Explain the effects of disordered eating and eating disorders on healthy growth and development</i></p> <p>HPE02.04.e-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>Analyze the relationship between eating behavior and metabolism</i></p>

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	<p>HPE02.05.a-Comprehensive Health and Physical Education, Physical and Personal Wellness (Health), Analyze how family, peers, media, culture, and technology influence healthy eating choices - <i>Analyze advertising claims for nutrition supplements and weight-loss products</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>HPE02.05.c-Comprehensive Health and Physical Education, Physical and Personal Wellness (Health), Analyze how family, peers, media, culture, and technology influence healthy eating choices - <i>Analyze the influence of media on the selection of products and services related to weight management</i></p> <p>HPE02.05.d-Comprehensive Health and Physical Education, Physical and Personal Wellness (Health), Analyze how family, peers, media, culture, and technology influence healthy eating choices - <i>Analyze the influence of family, peers, culture, and media on body image and the subsequent effects on eating behavior</i></p>
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	<p>HPE02.05.e-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 a positive or a negative body image can influence eating behavior</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>HPE02.06.b-Comprehensive Health and Physical Education, Physical and Personal Wellness (Health), Demonstrate ways to take responsibility for healthy eating - <i>Use information on food labels to make healthy eating choices</i></p> <p>HPE02.06.c-Comprehensive Health and Physical Education, Physical and Personal Wellness (Health), Demonstrate ways to take responsibility for healthy eating - <i>Demonstrate how to balance caloric intake with caloric expenditure to maintain, gain, or reduce weight in a healthy manner</i></p> <p>HPE04.04.b-Comprehensive Health and Physical Education, Prevention and Risk Management (Health), Analyze the factors that influence a person's decision to use or not use alcohol, tobacco, and other drugs - <i>Analyze the role of individual, family, community, and cultural norms on the use of alcohol, tobacco, and other drugs</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>SCI02.06.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>
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	<p>Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):</p> <p>PWR2.1.a-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Critical Thinking and Problem Solving - Apply logical reasoning and analytical skills.</p>
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Career Cluster/Cluster Grouping:		Foundation Knowledge and Skills (Academic and Career Success) <i>2009-2010 Standards</i>
Pathway(s):		Family and Consumer Sciences –Teen Choices
Prepared Completer Competencies:		
<ul style="list-style-type: none"> N 6.0 Evaluate the significance of family and its effects on the well being of individuals and society. 		
High School Expectations		
Concepts and skills students know include:		
<ul style="list-style-type: none"> N6.1 Analyze the effects of family as a system on individuals and society. 		
Evidence Outcomes - Students can:		21st Century Skills and Readiness Competencies
N6.1.1	Analyze family as the basic unit of society. (HPE02.09.a) (PWR2.1.a) (RWC04.10.c)	Academic Content Knowledge Alignment: 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> 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> HPE04.04.b-Comprehensive Health and Physical Education, Prevention and Risk Management (Health), Analyze the factors that influence a person's decision to use or not use alcohol, tobacco, and other drugs - <i>Analyze the role of individual, family, community, and cultural norms on the use of alcohol, tobacco, and other drugs</i>
N6.1.2	Analyze the role of family in transmitting societal expectations. (HPE02.09.a, HPE04.04.b) (PWR2.1.a) (RWC04.10.c)	
N6.1.6	Analyze the effects of change and transitions over the life course. (HPE02.09.a, HPE02.09.c) (PWR2.1.a) (RWC04.10.c)	

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RWC04.10.c - Research and Reasoning - Effective problem-solving strategies require high-quality reasoning - *Implement a purposeful and articulated process to solve a problem*

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

PWR2.1.a-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Critical Thinking and Problem Solving - Apply logical reasoning and analytical skills.

PWR2.7.g-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Personal Responsibility - Attend to personal health and wellness.

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Career Cluster/Cluster Grouping:		Foundation Knowledge and Skills (Academic and Career Success)
Pathway(s):		Family and Consumer Sciences –Teen Choices
Prepared Completer Competencies:		
<ul style="list-style-type: none"> N 15.0 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"> N15.3 Evaluate external support systems that provide services for parents. 		
Evidence Outcomes - Students can:		21st Century Skills and Readiness Competencies
N15.3.1	Assess community resources and services available to families. (RW)	Academic Content Knowledge Alignment: HPE02.09.b-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>Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness</i> 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> HPE03.06.a-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 effective and respectful advocacy strategies in support of the needs and rights of others</i>
N15.3.3	Summarize current laws and policies related to parenting. (RW)	
		HPE03.06.d-Comprehensive Health and Physical Education, Emotional and Social Wellness (Health), Advocate to improve or

	<p>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>HPE04.08.c-Comprehensive Health and Physical Education, Prevention and Risk Management (Health), Analyze the underlying causes of self-harming behavior, harming others and steps involved in seeking help - Summarize why it is important to tell an adult if there are people who are in danger of harming themselves or others</p> <p>HPE04.09.a-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 how power and control differences in relationships such as peer, dating, or family relationships can contribute to aggression and violence</i></p> <p>HPE04.09.b-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 situations that could lead to pressure to have sex</i></p> <p>HPE04.09.c-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>Summarize why individuals have the right to refuse sexual contact</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>HPE04.09.e-Comprehensive Health and Physical Education, Prevention and Risk Management (Health), Identify the emotional and physical consequences of violence, and find strategies to deal</p>

	<p>with, prevent, and report them - <i>Analyze how media messages normalize violence</i></p> <p>HPE04.09.f-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>Explain the risks associated with choosing friends who use substances and violence to solve problems</i></p> <p>HPE04.10.a-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 access resources such as rape crisis centers that provide accurate information about sexual assault and sexual violence</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>HPE04.12.a-Comprehensive Health and Physical Education, Prevention and Risk Management (Health), Advocate for changes in the home, school, or community that would increase safety - <i>Determine situations and environments that could lead to unsafe risks that cause injuries</i></p>
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	<p>HPE04.12.b-Comprehensive Health and Physical Education, Prevention and Risk Management (Health), Advocate for changes in the home, school, or community that would increase safety - <i>Explain ways to reduce the risk of injuries while biking or driving motor vehicles such as automobiles, snowmobiles, and jet skis, including cell phone use and texting</i></p> <p>HPE04.12.c-Comprehensive Health and Physical Education, Prevention and Risk Management (Health), Advocate for changes in the home, school, or community that would increase safety - <i>Advocate for others to not use alcohol or other drugs when biking, driving, or riding in a car</i></p> <p>HPE04.12.d-Comprehensive Health and Physical Education, Prevention and Risk Management (Health), Advocate for changes in the home, school, or community that would increase safety - <i>Advocate for changes at home, in school, or in the community that would increase safety – such as testing smoke detectors, implementing a fire escape plan, and erecting fencing around swimming pools</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>Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):</p>
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Career Cluster/Cluster Grouping:	Foundation Knowledge and Skills (Academic and Career Success)
Pathway(s):	Family and Consumer Sciences –Teen Choices
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"> N12.2 Analyze conditions that influence human growth and development 	
Evidence Outcomes - Students can:	21st Century Skills and Readiness Competencies
<p>N12.2.4 Analyze the effects of life events on individuals' physical, intellectual, social, moral, and emotional development. (HPE03.04.a, HPE03.04.b, HPE03.04.c, HPE03.04.d, HPE04.03.a, HPE04.03.b, HPE04.03.c, HPE04.03.d, HPE04.03.e, HPE04.03.f, HPE04.04.a, HPE04.04.b, HPE04.04.c) (PWR2.1.a) (RWC04.10.c) (SCI02.06.a)</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>HPE03.04.b-Comprehensive Health and Physical Education, Emotional and Social Wellness (Health), Analyze the interrelationship of physical, mental, emotional, and social health - <i>Describe how mental and emotional health can affect health-related behaviors</i></p> <p>HPE03.04.c-Comprehensive Health and Physical Education, Emotional and Social Wellness (Health), Analyze the interrelationship of physical, mental, emotional, and social health - <i>Evaluate effective strategies for dealing with stress</i></p> <p>HPE03.04.d-Comprehensive Health and Physical Education, Emotional and Social Wellness (Health), Analyze the interrelationship of physical, mental, emotional, and social health - <i>Analyze the causes, symptoms, and effects of depression and anxiety</i></p>

	<p>HPE04.03.a-Comprehensive Health and Physical Education, Prevention and Risk Management (Health), The impact of individuals' use or nonuse of alcohol or other drugs - <i>Analyze healthy alternatives to substance use</i></p> <p>HPE04.03.b-Comprehensive Health and Physical Education, Prevention and Risk Management (Health), The impact of individuals' use or nonuse of alcohol or other drugs - <i>Predict the potential effects of an individual's substance abuse on others</i></p> <p>HPE04.03.c-Comprehensive Health and Physical Education, Prevention and Risk Management (Health), The impact of individuals' use or nonuse of alcohol or other drugs - <i>Analyze the consequences of using weight-loss pills and products as well as and performance-enhancing drugs</i></p> <p>HPE04.03.d-Comprehensive Health and Physical Education, Prevention and Risk Management (Health), The impact of individuals' use or nonuse of alcohol or other drugs - <i>Analyze the relationship between using alcohol and other drugs as well as other health risks such as unintentional injuries, violence, suicide, sexual activity, and tobacco use</i></p> <p>HPE04.03.e-Comprehensive Health and Physical Education, Prevention and Risk Management (Health), The impact of individuals' use or nonuse of alcohol or other drugs - <i>Describe the harmful effects of binge drinking</i></p> <p>HPE04.03.f-Comprehensive Health and Physical Education, Prevention and Risk Management (Health), The impact of individuals' use or nonuse of alcohol or other drugs - <i>Summarize the relationship between intravenous drug use and the transmission of blood-borne diseases such as HIV and hepatitis</i></p> <p>HPE04.04.a-Comprehensive Health and Physical Education, Prevention and Risk Management (Health), Analyze the factors that influence a person's decision to use or not use alcohol, tobacco, and other drugs - <i>Evaluate strategies for managing the impact of internal and external influences on alcohol, tobacco, and other drug use</i></p>
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	<p>HPE04.04.b-Comprehensive Health and Physical Education, Prevention and Risk Management (Health), Analyze the factors that influence a person's decision to use or not use alcohol, tobacco, and other drugs - <i>Analyze the role of individual, family, community, and cultural norms on the use of alcohol, tobacco, and other drugs</i></p> <p>HPE04.04.c-Comprehensive Health and Physical Education, Prevention and Risk Management (Health), Analyze the factors that influence a person's decision to use or not use alcohol, tobacco, and other drugs - <i>Describe the financial, political, social, and legal influences on the use of alcohol, tobacco, and other drugs</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>SC102.06.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>PWR2.1.a-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Critical Thinking and Problem Solving - Apply logical reasoning and analytical skills.</p>
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Career Cluster/Cluster Grouping:		Foundation Knowledge and Skills (Academic and Career Success)
Pathway(s):		Family and Consumer Sciences –Teen Choices
Prepared Completer Competencies:		
<ul style="list-style-type: none"> N 1.0 Integrate multiple life roles and responsibilities in family work and community settings. 		
High School Expectations		
Concepts and skills students know include:		
<ul style="list-style-type: none"> N1.1 Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community and global) 		
Evidence Outcomes - Students can:		21st Century Skills and Readiness Competencies
N1.1.1	Summarize local and global policies, issues, and trends in the workplace and community that affect individuals and families (HPE02.09.a, HPE02.09.b)	Academic Content Knowledge Alignment: 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> HPE02.09.b-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>Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness</i> HPE03.05.a-Comprehensive Health and Physical Education, Emotional and Social Wellness (Health), Set goals, and monitor progress on attaining goals for future success - <i>Analyze why setting a personal goal contributes to mental and emotional wellness</i>
N1.1.6	Develop a life plan, including pathways to acquiring the knowledge and skills needed to achieve individual, family, and career goals. (HPE02.09.a, HPE02.09.b, HPE03.05.a, HPE03.05.b, HPE03.05.c, HPE04.06.a, HPE04.06.b, HPE04.06.c, HPE04.06.d) (PWR2.6.a) (RWC04.04.a)	

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	<p>HPE03.05.b-Comprehensive Health and Physical Education, Emotional and Social Wellness (Health), Set goals, and monitor progress on attaining goals for future success - <i>Define a clear, attainable personal goal</i></p> <p>HPE03.05.c-Comprehensive Health and Physical Education, Emotional and Social Wellness (Health), Set goals, and monitor progress on attaining goals for future success - <i>Describe steps needed to reach personal goals</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>HPE04.06.b-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>Demonstrate the ability to monitor personal behavior related to alcohol or other drug use, including sexual activity and other risky behaviors</i></p> <p>HPE04.06.c-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>Make a personal commitment to avoid situations that put a person at risk due to the presence of alcohol and other drugs</i></p> <p>HPE04.06.d-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>Predict how a drug-free lifestyle supports the achievement of short- and long-term goals</i></p>
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	<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>Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):</p> <p>PWR2.6.a-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Work Ethic - Plan and prioritize goals.</p>

Concepts and skills students know include:	
<ul style="list-style-type: none"> N1.3 Evaluate the reciprocal effects of individual and family participation in community activities. 	
Evidence Outcomes - Students can:	21st Century Skills and Readiness Competencies
<p>N1.3.3 Analyze personal and family assets and skills that provide services to the community. (HPE04.10.a, HPE04.10.b) (PWR2.1.a) (RWC04.10.c)</p> <p>N1.3.4 Analyze community resources and system of formal and in support available to individuals and families. (HPE04.10.a, HPE04.10.b) (PWR2.1.a) (RWC04.10.c)</p> <p>N1.3.5 Analyze the effects of public policies, agencies and institut the family. (PWR2.1.a) (RWC04.10.c)</p>	<p>Academic Content Knowledge Alignment: HPE04.10.a-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 access resources such as rape crisis centers that provide accurate information about sexual assault and sexual violence</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>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> <p>PWR2.1.a-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Critical Thinking and Problem Solving - Apply logical reasoning and analytical skills.</p>

Career Cluster/Cluster Grouping:	Foundation Knowledge and Skills (Academic and Career Success)	
Pathway(s):	Family and Consumer Sciences –Teen Choices	
Prepared Completer Competencies:		
<ul style="list-style-type: none"> N 2.0 Evaluate management practices related to human, economic and environmental resources. 		
High School Expectations		
Concepts and skills students know include:		
<ul style="list-style-type: none"> N2.1 Demonstrate the management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time and human capital. 		
Evidence Outcomes - Students can:		21st Century Skills and Readiness Competencies
N2.1.1	Apply management and planning skills and processes to organize tasks and responsibilities.	Academic Content Knowledge Alignment: 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>
N2.1.6	Summarize information about procuring and maintaining health care to meet the needs of individuals and family members. (RWC04.10.c)	
		Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):

Career Cluster/Cluster Grouping:		Foundation Knowledge and Skills (Academic and Career Success)
Pathway(s):		Family and Consumer Sciences –Teen Choices
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"> NRA 1.0 Evaluate reasoning for self and others 		
Evidence Outcomes - Students can:		21st Century Skills and Readiness Competencies
<p>NRA 1.1 Analyze different kinds of reasoning (e.g., scientific, practical, interpersonal). (HPE03.04.a, HPE03.04.b) (PWR2.1.a, PWR2.3.c) (RWC04.10.c)</p> <p>NRA 1.2 Distinguish between adequate and inadequate reasoning. (HPE03.04.a) (PWR2.1.a) (RWC04.10.c)</p> <p>NRA 1.3 Establish criteria for adequate reasoning (HPE03.04.a) (PWR2.1.a) (RWC04.10.c)</p> <p>NRA 1.4 Contrast consequences of adequate and inadequate reasoning for self, others, culture/society, and global environment. (HPE03.04.a, HPE03.04.b, HPE04.03.a, HPE04.03.b, HPE04.03.c, HPE04.03.d, HPE04.03.e, HPE04.03.f, HPE04.04.c) (PWR2.1.a, PWR2.3.c) (RWC04.10.c)</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>HPE03.04.b-Comprehensive Health and Physical Education, Emotional and Social Wellness (Health), Analyze the interrelationship of physical, mental, emotional, and social health - <i>Describe how mental and emotional health can affect health-related behaviors</i></p> <p>HPE04.03.a-Comprehensive Health and Physical Education, Prevention and Risk Management (Health), The impact of individuals' use or nonuse of alcohol or other drugs - <i>Analyze healthy alternatives to substance use</i></p> <p>HPE04.03.b-Comprehensive Health and Physical Education, Prevention and Risk Management (Health), The impact of individuals' use or nonuse of alcohol or other drugs - <i>Predict the potential effects of an individual's substance abuse on others</i></p>

	<p>HPE04.03.c-Comprehensive Health and Physical Education, Prevention and Risk Management (Health), The impact of individuals' use or nonuse of alcohol or other drugs - <i>Analyze the consequences of using weight-loss pills and products as well as and performance-enhancing drugs</i></p> <p>HPE04.03.d-Comprehensive Health and Physical Education, Prevention and Risk Management (Health), The impact of individuals' use or nonuse of alcohol or other drugs - <i>Analyze the relationship between using alcohol and other drugs as well as other health risks such as unintentional injuries, violence, suicide, sexual activity, and tobacco use</i></p> <p>HPE04.03.e-Comprehensive Health and Physical Education, Prevention and Risk Management (Health), The impact of individuals' use or nonuse of alcohol or other drugs - <i>Describe the harmful effects of binge drinking</i></p> <p>HPE04.03.f-Comprehensive Health and Physical Education, Prevention and Risk Management (Health), The impact of individuals' use or nonuse of alcohol or other drugs - <i>Summarize the relationship between intravenous drug use and the transmission of blood-borne diseases such as HIV and hepatitis</i></p> <p>HPE04.04.c-Comprehensive Health and Physical Education, Prevention and Risk Management (Health), Analyze the factors that influence a person's decision to use or not use alcohol, tobacco, and other drugs - <i>Describe the financial, political, social, and legal influences on the use of alcohol, tobacco, and other drugs</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>
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	<p>Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):</p> <p>PWR2.1.a-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Critical Thinking and Problem Solving - Apply logical reasoning and analytical skills.</p> <p>PWR2.3.c-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Creativity and Innovation - Develop new connections where none previously existed.</p>
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Concepts and skills students know include:	
<ul style="list-style-type: none"> NRA 2.0 Analyze recurring and evolving family, workplace and community concerns 	
Evidence Outcomes - Students can:	21 st 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. (PWR2.4.c) (RWC04.10.c).</p> <p>NRA 2.2 Describe recurring and evolving concerns facing individuals, families, workplaces, and communities. (HPE04.07.c) (PWR2.8.a, PWR2.8.b) (RWC04.10.c)</p> <p>NRA 2.3 Describe conditions and circumstances that create or sustain recurring and evolving concerns. (HPE04.07.b) (PWRw.8.a) (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>HPE04.07.b-Comprehensive Health and Physical Education, Prevention and Risk Management (Health), Analyze the factors that influence community and societal beliefs that underlie violence, and describe relationships, attitudes, behavior, and vulnerability to violence - <i>Analyze the consequences of prejudice, discrimination, bias, racism, sexism, and hate crimes</i></p> <p>HPE04.07.c-Comprehensive Health and Physical Education, Prevention and Risk Management (Health), Analyze the factors that influence community and societal beliefs that underlie violence, and describe relationships, attitudes, behavior, and vulnerability to violence - <i>Analyze situations that could lead to different types of violence such as bullying, verbal abuse, hazing, physical assault and fighting, dating violence, acquaintance rape, sexual assault, and family violence</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>

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	<p>Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):</p> <p>PWR2.4.c-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Global and Cultural Awareness - Recognize the interdependent nature of our world.</p> <p>PWR2.8.a-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Communication - Read, write, listen and speak effectively.</p> <p>PWR2.8.b-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Communication - Construct clear, coherent, and persuasive arguments.</p>
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Concepts and skills students know include:	
<ul style="list-style-type: none"> NRA3.0 Analyze practical reasoning components 	
Evidence Outcomes - Students can:	21st Century Skills and Readiness Competencies
<p>NRA 3.1 Differentiate types of knowledge needed for reasoned action: value-ends, goals, contextual factors, possible actions, and consequences. (PWR2.8.a, PWR2.8.b, PWR2.1.a) (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> <p>PWR2.8.a-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Communication - Read, write, listen and speak effectively</p> <p>PWR2.8.b-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Communication - Construct clear, coherent, and persuasive arguments.</p> <p>PWR2.1.a-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Critical Thinking and Problem Solving - Apply logical reasoning and analytical skills.</p>

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
<p>NRA 4.1 Synthesize information from a variety of sources that are judged to be reliable. (HPE04.03.d) (PWR2.1.a) (RWC04.03.c)</p> <p>NRA 4.2 Describe a particular recurring and evolving individual, family, workplace, or community concern. (HPE04.04.b) (PWR2.4.c, PWR2.1.a) (RWC04.03.c, RWC04.06.a)</p> <p>NRA 4.3 Select goals/valued ends to resolve a particular concern. (HPE04.03.d) (RWC04.10.c)</p> <p>NRA 4.4 Establish standards for choosing responsible action to address a particular concern. (PWR2.1.a) (RWC04.03.d, RWC04.10.c)</p> <p>NRA 4.5 Evaluate the conditions of a particular concern, e.g. historical, social-psychological, socioeconomic, political, cultural, global/environmental. (PWR2.4.c) (RWC04.10.c)</p> <p>NRA 4.7 Use adequate and reliable information to critique possible actions. (RWC04.03.c, RWC04.03.d)</p> <p>NRA 4.8 Evaluate potential short- and long-term consequences of possible actions on self, others, culture/society, and global environment. (HPE04.03.a, HPE04.03.b, HPE04.03.c, HPE04.03.d, HPE04.03.e, HPE04.03.f) (PWR2.4.c) (RWC04.10.c)</p>	<p>Academic Content Knowledge Alignment:</p> <p>HPE04.03.a-Comprehensive Health and Physical Education, Prevention and Risk Management (Health), The impact of individuals' use or nonuse of alcohol or other drugs - <i>Analyze healthy alternatives to substance use</i></p> <p>HPE04.03.b-Comprehensive Health and Physical Education, Prevention and Risk Management (Health), The impact of individuals' use or nonuse of alcohol or other drugs - <i>Predict the potential effects of an individual's substance abuse on others</i></p> <p>HPE04.03.c-Comprehensive Health and Physical Education, Prevention and Risk Management (Health), The impact of individuals' use or nonuse of alcohol or other drugs - <i>Analyze the consequences of using weight-loss pills and products as well as and performance-enhancing drugs</i></p> <p>HPE04.03.d-Comprehensive Health and Physical Education, Prevention and Risk Management (Health), The impact of individuals' use or nonuse of alcohol or other drugs - <i>Analyze the relationship between using alcohol and other drugs as well as other health risks such as unintentional injuries, violence, suicide, sexual activity, and tobacco use</i></p> <p>HPE04.03.e-Comprehensive Health and Physical Education, Prevention and Risk Management (Health), The impact of individuals' use or nonuse of alcohol or other drugs - <i>Describe the harmful effects of binge drinking</i></p>

<p>NRA 4.9</p> <p>Justify possible reasons and actions based on valued ends and information that is judged to be adequate and reliable. (PWR2.1.a) (RWC04.03.c)</p>	<p>HPE04.03.f-Comprehensive Health and Physical Education, Prevention and Risk Management (Health), The impact of individuals' use or nonuse of alcohol or other drugs - <i>Summarize the relationship between intravenous drug use and the transmission of blood-borne diseases such as HIV and hepatitis</i></p>
<p>NRA 4.12</p> <p>Implement and monitor a plan of action based on established standards and valued ends. (RWC04.10.c)</p>	<p>HPE04.04.b-Comprehensive Health and Physical Education, Prevention and Risk Management (Health), Analyze the factors that influence a person's decision to use or not use alcohol, tobacco, and other drugs - <i>Analyze the role of individual, family, community, and cultural norms on the use of alcohol, tobacco, and other drugs</i></p> <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.d - Research and Reasoning - Self-designed research provides insightful information, conclusions, and possible solutions - <i>Use a variety of strategies (e.g. technical reading, direct observation, survey development) to collect relevant information to support the thesis/research question and explain why specific strategies were used instead of others</i></p> <p>RWC04.06.a - Research and Reasoning - Collect, analyze, and evaluate information obtained from multiple sources to answer a question, propose solutions, or share findings and conclusions - <i>Define and narrow a topic for research, developing the central idea, focus, or question at issue</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>

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	<p>Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):</p> <p>PWR2.4.c-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Global and Cultural Awareness - Recognize the interdependent nature of our world.</p> <p>PWR2.1.a-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Critical Thinking and Problem Solving - Apply logical reasoning and analytical skills.</p>
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Concepts and skills students know include:	
<ul style="list-style-type: none"> NRA 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
NRA 5.1 Delineate scope, concepts, and scientific terminology for a particular inquiry. (PWR2.1.a, PWR2.8.a) NRA 5.2 Judge validity and reliability of information, sources, opinions, and evidence. (PWR2.1.a) (RWC04.03.c)	Academic Content Knowledge Alignment: 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>
	Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...): PWR2.1.a-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Critical Thinking and Problem Solving - Apply logical reasoning and analytical skills. PWR2.8.a-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Communication - Read, write, listen and speak effectively.