CHILD DEVELOPMENT / PARENTING

COURSE INFORMATION:

Length :	90 Hours
Type:	Exploratory
Program:	190706 Child Development/Parenting
Cluster:	Human Services
CTSO:	FCCLA
Standards:	National Family and Consumer Science Education Standards

COURSE DESCRIPTION:

Child Development
Registration Code: CTE 125/126Exploratory
Grade Levels: 9-12
Credits: 0.5 Occupational or Elective
Length: One Semester
Prerequisites: None
Other:
CIP Code: 190706
Location: CHS, EHS, JHS

This course is designed to assist students in developing appropriate skills and attitudes in working and living with children. Areas of study include the intellectual, social, emotional and biological development of children, parent-child relationships, parenting practices, special needs of children, parental and environmental influences on child development, and external support systems.

COURSE UNIT OUTLINE:

Unit#	Unit Title/Topic	Hours
1	Parenting and Families	20
2	Human Reproduction /Labor/Delivery/Birth Defect	10
3	Ages and Stages	55
4	Careers	5

Unit 1 PARENTING AND FAMILIES   20 Hours

ESSENTIAL QUESTIONS OR OBJECTIVES

15.1.1 Examine parenting roles across the life span.

15.1.2 Examine expectations and responsibilities of parenting.

15.1.4 Determine societal conditions that impact parenting across the life span.

15.1.5 Explain cultural differences in roles and responsibilities of parenting.

S.T.A.R.S Competencies Crosswalk:

Module 4 Communication 1

Understand the importance of and demonstrate the ability to use positive communication skills.

Module 10 Professionalism 2

Demonstrate an understanding of the importance of working with parents as partners.

PERFORMANCE ASSESSMENT(S)

Familiy Heritage Project: Visual on students heritage. Emphasizes on students family's hertiage/family traditions./family recipes

INDUSTRY STANDARDS

P-15.1 Analyze roles and responsibilities of parenting.

15.1.1 Examine parenting roles across the life span.

15.1.2 Examine expectations and responsibilities of parenting.

15.1.4 Determine societal conditions that impact parenting across the life span.

P-15.2 Evaluate parenting practices that maximize human growth and development.

15.2.1 Choose nurturing practices that support human growth and development.

15.2.2 Select Communication strategies that promote positive self-esteem in family members.

15.2.3 Assess common practices and emerging research about discipline on human growth and development.

15.2.4 Assess the impact of abuse and neglect on children and families and determine methods for prevention.

15.2.5 Determine criteria for selecting care and services for children.

P-15.3 Evaluate external support systems that provide services for parents.

15.3.1 Assess community resources and services available to families.

15.3.2 Appraise community resources that provide opportunities related to parenting.

15.3.3 Review current laws and policies related to parenting.

P-15.4 Analyze physical and emotional factors related to beginning the parenting process.

15.4.1 Examine biological processes related to prenatal development, birth and health of child and mother.

15.4.2 Consider the emotional factors of prenatal development and birth in relation to the health of the parents and child.

15.4.3 Examine implications of alternatives to biological parenthood.

ACADEMIC STANDARDS (EALR's and GLE's)

Standards: Reading

Reading 1.2 Use vocabulary (word meaning) strategies to comprehend text.

1.2.2 Apply strategies to comprehend words and ideas.

Reading 2.1 Demonstrate evidence of reading comprehension.

Reading 3.1 Read to learn new information.

3.1.1 Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions.

Reading 3.2 Read to perform a task.

Reading 3.3 Read for career applications.

Standards: Communication

Communication 1.1: Uses listening and observation skills and strategies to focus attention and interpret information.

Communication 2.1: Uses language to interact effectively and responsibly in a multicultural context.

1.1.2 (12) Evaluates relationships between key ideals and historical and current realities.

Health 3.1: Understands how family, culture, and environmental factors affect personal health.

LEADERSHIP SKILLS

Leadership 1.0 Individual Skills

1.2 The student will identify and analyze the characteristics of family, community, business, and industry leaders.

1.3 The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understands how to apply those skills.

Leadership 1.0 Individual Skills

2.4 The student will demonstrate skills that assist in understanding and accepting responsibility to family, community, and business and industry.

Leadership 3.0 Community and Career Skills

3.2 The student will demonstrate social responsibility in family, community, and business and industry.

3.3 The student will understand their role, participate in and evaluate community service and service learning activities.

EMPLOYABILITY SKILLS

SCANS 1.0 The student identifies, organizes, plans and allocates resources

1.1: Time - Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.

1.3: Materials and facilities - Acquires, stores, allocates, and uses materials or space efficiently.

1.4: Human resources - Assesses skills and distributes work accordingly, evaluates performance and provides feedback.

SCANS 2.0 The student demonstrates interpersonal skills in working well with others.

2.1: Participates as a member of a team

2.4: Exercises Leadership

2.6: Works with diversity

SCANS 3.0 The student acquires and uses information

3.3: Interprets and communicates information

3.4: Uses computers to process information

SCANS 4.0 The student understands complex systems and inter-relationships

4.2: Monitors and Corrects Performance - Distinguishes trends, predicts impacts on system operations, diagnoses deviations in performance and makes corrections.

SCANS 5.0 The student works with a variety of technologies

5.1: Selects Technology - Chooses procedures, tools or equipment including computers and related technologies.

THINKING SKILLS

- ☐ Observe
- ☐ Patterns
- ☐ Sequence
- ☐ Classify
- ☐ Compare/Constrast
- ☐ Predict
- ☐ Cause/Effect
- ☐ Fact/Opinion

- ☐ Main Idea
- ☐ Summary
- ☐ Point of View
- ☐ Analysis
- ☐ Finding Evidence
- ☐ Evaluation
- ☐ Detect Bias
- ☐ Inference

- ☐ Conclusion
- ☐ Metacognition
- ☐ Reasoning
- ☐ Problem Solving
- ☐ Goal Setting
- ☐ Fluency
- ☐ Elaboration
- ☐ Flexibility

- ☐ Originality
- ☐ Risking
- ☐ Inquisitiveness
- ☐ Attending
- ☐ Persistence
- ☐ Precision

| Unit 2 | HUMAN REPRODUCTION /LABOR/DELIVERY/BIRTH DEFECT | 10 Hours |

ESSENTIAL QUESTIONS OR OBJECTIVES

15.2.1 Choose nurturing practices that support human growth and development.

15.2.2 Select communication strategies that promote positive self-esteem in family members.

15.2.3 Assess common practices and emerging research about discipline on human growth and development.

15.2.4Assess the impact of abuse and neglect on children and families and determine methods for prevention.

15.2.5Determine criteria for selecting care and services for children.

S.T.A.R.S Competencies Crosswalk:

Module 1:Ages & Stages 1

•Demonstrate knowledge of age and culturally appropriate expectations.

Ages & Stages 2

•Demonstrate knowledge that children learn through play and active involvement in their environment.

Module 4:

Communication 2

Demonstrate knowledge of how the use of positive communication skills can influence a child's behavior.

PERFORMANCE ASSESSMENT(S)

Birth Defect visual-A visual that examines and informs on specific birth defects

Test-Test that assess students knowledge and comprehensive understanding of the information

INDUSTRY STANDARDS

HD-12.1 Analyze principles of human growth and development across the life span.

12.1.1 Examine physical, emotional, social, and intellectual development.

12.1.2 Examine interrelationships among physical, emotional, social, and intellectual aspects of human growth and development

HD-12.2 Analyze conditions that influence human growth and development

12.2.1 Investigate the impact of heredity and environment on human growth and development

12.2.2 Determine the impact of social, economic, and technological forces on individual growth and development

12.2.3 Examine the effects of gender, ethnicity, and culture on individual development.

12.2.4 Examine the effects of life events on individuals' physical and emotional development.

HD-12.3 Analyze strategies that promote growth and development across the life span.

12.3.1 Examine the role of nurturance on human growth and development.

12.3.2 Examine the role of communication on human growth and development.

12.3.3 Examine the role of support systems in meeting human growth and development needs.

IR-13.1 Analyze functions and expectations of various types of relationships.

13.1.1 Examine processes for building and maintaining interpersonal relationships.

13.1.2 Examine the impact of various stages of the family life cycle on interpersonal relationships.

13.1.3 Compare physical, emotional and intellectual responses in stable and unstable relationships.

13.1.4 Determine factors that contribute to healthy and unhealthy relationships.

13.1.5 Explore processes for handling unhealthy relationships.

13.1.6 Determine stress management strategies for family, work and community settings.

IR-13.2 Analyze personal needs and characteristics and their impact on interpersonal relationships.

13.2.1 Examine the impact of personal characteristics on relationships.

13.2.2 Consider the effect of personal needs on relationships.

13.2.3 Examine the effect of self-esteem and self-image on relationships.

13.2.4 Determine the impact of life span events and conditions on relationships.

13.2.5 Explain the impact of personal standards and codes of conduct on interpersonal relationships.

IR-13.3 Demonstrate communication skills that contribute to positive relationships.

13.3.1 Examine communication styles and their effect on relationships.

13.3.2 Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.

13.3.3 Demonstrate effective listening and feedback techniques.

13.3.4 Examine barriers to communication in family, work, and community settings.

13.3.5 Practice ethical principles of communication in family, community, and work settings.

13.3.6 Examine the impact of communication technology in family, work, and community settings.

13.3.7 Examine the roles and functions of communication in family, work, and community settings.

IR-13.4 Evaluate effective conflict prevention and management techniques.

13.4.1 Determine the origin and development of attitudes and behaviors regarding conflict.

13.4.2 Determine how similarities and differences among people affect conflict prevention and management.

13.4.3 Demonstrate the roles of decision making and problem solving in reducing and managing conflict.

13.4.4 Appraise nonviolent strategies that address conflict.

13.4.5 Assess community resources that support conflict prevention and management.

IR-13.5 Demonstrate teamwork and leadership skills in the family, workplace, and community.

13.5.1 Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.

13.5.2 Demonstrate strategies to motivate and encourage group members.

13.5.3 Create strategies to utilize the strengths and limitations of team members.

13.5.4 Demonstrate techniques that develop team and community spirit.

13.5.5 Demonstrate ways to organize and delegate responsibilities.

13.5.6 Create strategies to integrate new members into the team.

13.5.7 Demonstrate processes for cooperating, compromising, and collaborating.

P-15.1 Analyze roles and responsibilities of parenting.

15.1.1 Examine parenting roles across the life span.

15.1.2 Examine expectations and responsibilities of parenting.

15.1.4 Determine societal conditions that impact parenting across the life span.

P-15.2 Evaluate parenting practices that maximize human growth and development.

15.2.1 Choose nurturing practices that support human growth and development.

15.2.2 Select Communication strategies that promote positive self-esteem in family members.

15.2.3 Assess common practices and emerging research about discipline on human growth and development.

15.2.4 Assess the impact of abuse and neglect on children and families and determine methods for prevention.

15.2.5 Determine criteria for selecting care and services for children.

P-15.3 Evaluate external support systems that provide services for parents.

15.3.1 Assess community resources and services available to families.

15.3.2 Appraise community resources that provide opportunities related to parenting.

15.3.3 Review current laws and policies related to parenting.

P-15.4 Analyze physical and emotional factors related to beginning the parenting process.

15.4.1 Examine biological processes related to prenatal development, birth and health of child and mother.

15.4.2 Consider the emotional factors of prenatal development and birth in relation to the health of the parents and child.

15.4.3 Examine implications of alternatives to biological parenthood.

ACADEMIC STANDARDS (EALR's and GLE's)

Standards: Reading

Reading 1.2 Use vocabulary (word meaning) strategies to comprehend text.

Reading 2.1 Demonstrate evidence of reading comprehension.

Reading 3.1 Read to learn new information.

3.1.1 Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions.

Reading 3.2 Read to perform a task.

Reading 3.3 Read for career applications.

Standards: Communication

Communication 1.1: Uses listening and observation skills and strategies to focus attention and interpret information.

Communication 2.1: Uses language to interact effectively and responsibly in a multicultural context.

Standards: Civics

Civics 1.1: Understands key ideals and principles of the United States, including those in the Declaration of Independence, the Constitution, and other fundamental documents.

Standards: Writing

Writing 1.1: Pre-writes to generate ideas and plan writing.

Writing 2.1: Adapts writing for a variety of audiences.

Writing 3.1: Develops ideas and organizes writing.

Standards: Health

Health 3.1: Understands how family, culture, and environmental factors affect personal health.

LEADERSHIP SKILLS

Leadership 1.0 Individual Skills

1.2 The student will identify and analyze the characteristics of family, community, business, and industry leaders.

Leadership 1.0 Individual Skills

2.4 The student will demonstrate skills that assist in understanding and accepting responsibility to family, community, and business and industry.

Leadership 3.0 Community and Career Skills

3.2 The student will demonstrate social responsibility in family, community, and business and industry.

3.3 The student will understand their role, participate in and evaluate community service and service learning activities.

EMPLOYABILITY SKILLS

SCANS 2.0 The student demonstrates interpersonal skills in working well with others.

2.1: Participates as a member of a team

2.4: Exercises Leadership

SCANS 5.0 The student works with a variety of technologies

5.1: Selects Technology - Chooses procedures, tools or equipment including computers and related technologies.

5.2: Applies Technology to Task - Understands overall intent and proper procedures for setup and operation of equipment.

5.3: Maintains and Troubleshoots Equipment - Prevents, identifies, or solves problems with equipment, including computers and other technologies.

THINKING SKILLS

- [ ] Observe
- [ ] Patterns
- [ ] Sequence
- [ ] Classify
- [x] Compare/Constrast
- [ ] Predict
- [x] Cause/Effect
- [ ] Fact/Opinion

- [ ] Main Idea
- [ ] Summary
- [x] Point of View
- [ ] Analysis
- [ ] Finding Evidence
- [x] Evaluation
- [x] Detect Bias
- [ ] Inference

- [ ] Conclusion
- [ ] Metacognition
- [x] Reasoning
- [ ] Problem Solving
- [ ] Goal Setting
- [ ] Fluency
- [ ] Elaboration
- [ ] Flexibility

- [ ] Originality
- [ ] Risking
- [ ] Inquisitiveness
- [ ] Attending
- [ ] Persistence
- [ ] Precision

| Unit 3 | AGES AND STAGES | 55 Hours |

ESSENTIAL QUESTIONS OR OBJECTIVES

15.3.1 Assess community resources and services available to families.

15.3.3 Review current laws and policies related to parenting.

S.T.A.R.S Competencies Crosswalk:

Module 9 Safety 1

Demonstrate knowledge of child abuse indicators and mandatory reporting procedures.

Module 10 Professionalism 1

Demonstrate an understanding of licensing standards.

PERFORMANCE ASSESSMENT(S)

Baby Think it Over-Students are provide a 3 day hands on learning with a computerized baby

Nutrition Labs-Students create a variety of nutrional snacks that are age approprate

Observation Charts

Pre-School lesson plans-Develop Lessons and activities that are age approprate for preschoolers to participate in

Test-Students are assessed through an exam on their understanding/comprehension of unit information

INDUSTRY STANDARDS

HD-12.1 Analyze principles of human growth and development across the life span.

12.1.1 Examine physical, emotional, social, and intellectual development.

12.1.2 Examine interrelationships among physical, emotional, social, and intellectual aspects of human growth and development

HD-12.2 Analyze conditions that influence human growth and development

12.2.1 Investigate the impact of heredity and environment on human growth and development

12.2.2 Determine the impact of social, economic, and technological forces on individual growth and development

12.2.3 Examine the effects of gender, ethnicity, and culture on individual development.

12.2.4 Examine the effects of life events on individuals' physical and emotional development.

HD-12.3 Analyze strategies that promote growth and development across the life span.

12.3.1 Examine the role of nurturance on human growth and development.

12.3.2 Examine the role of communication on human growth and development.

12.3.3 Examine the role of support systems in meeting human growth and development needs.

IR-13.1 Analyze functions and expectations of various types of relationships.

13.1.1 Examine processes for building and maintaining interpersonal relationships.

13.1.2 Examine the impact of various stages of the family life cycle on interpersonal relationships.

13.1.3 Compare physical, emotional and intellectual responses in stable and unstable relationships.

13.1.4 Determine factors that contribute to healthy and unhealthy relationships.

13.1.5 Explore processes for handling unhealthy relationships.

13.1.6 Determine stress management strategies for family, work and community settings.

IR-13.2 Analyze personal needs and characteristics and their impact on interpersonal relationships.

13.2.1 Examine the impact of personal characteristics on relationships.

13.2.2 Consider the effect of personal needs on relationships.

13.2.3 Examine the effect of self-esteem and self-image on relationships.

13.2.4 Determine the impact of life span events and conditions on relationships.

13.2.5 Explain the impact of personal standards and codes of conduct on interpersonal relationships.

IR-13.3 Demonstrate communication skills that contribute to positive relationships.

13.3.1 Examine communication styles and their effect on relationships.

13.3.2 Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.

13.3.3 Demonstrate effective listening and feedback techniques.

13.3.4 Examine barriers to communication in family, work, and community settings.

13.3.5 Practice ethical principles of communication in family, community, and work settings.

13.3.6 Examine the impact of communication technology in family, work, and community settings.

13.3.7 Examine the roles and functions of communication in family, work, and community settings.

IR-13.4 Evaluate effective conflict prevention and management techniques.

13.4.1 Determine the origin and development of attitudes and behaviors regarding conflict.

13.4.2 Determine how similarities and differences among people affect conflict prevention and management.

13.4.3 Demonstrate the roles of decision making and problem solving in reducing and managing conflict.

13.4.4 Appraise nonviolent strategies that address conflict.

13.4.5 Assess community resources that support conflict prevention and management.

IR-13.6 Demonstrate standards that guide behavior in interpersonal relationships.

13.6.1 Examine types of standards for making judgments about interpersonal relationships.

13.6.2 Apply guidelines for assessing the nature of issues and situations.

13.6.3 Apply standards when making judgments and taking action.

P-15.1 Analyze roles and responsibilities of parenting.

15.1.2 Examine expectations and responsibilities of parenting.

P-15.3 Evaluate external support systems that provide services for parents.

15.3.3 Review current laws and policies related to parenting.

ACADEMIC STANDARDS (EALR's and GLE's)

Standards: Reading

Reading 1.2 Use vocabulary (word meaning) strategies to comprehend text.

Reading 2.1 Demonstrate evidence of reading comprehension.

Reading 3.1 Read to learn new information.

3.1.1 Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions.

Reading 3.2 Read to perform a task.

Reading 3.3 Read for career applications.

Standards: Communication

Communication 1.1: Uses listening and observation skills and strategies to focus attention and interpret information.

Communication 3.1: Uses knowledge of topic/theme, audience, and purpose to plan presentations.

Standards: Civics

Civics 1.4: Understands civic involvement.

Standards: Writing

Writing 1.1: Pre-writes to generate ideas and plan writing.

Writing 2.1: Adapts writing for a variety of audiences.

Writing 3.1: Develops ideas and organizes writing.

Standards: Health

Health 3.1: Understands how family, culture, and environmental factors affect personal health.

LEADERSHIP SKILLS

Leadership 1.0 Individual Skills

1.1 The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (work related) experiences.

1.4 The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions.

Leadership 1.0 Individual Skills

2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.

2.2 The student will demonstrate knowledge of conflict resolution and challenge management.

2.3 The student will analyze the complex responsibilities of the leader and follower and demonstrate the ability to both lead and follow.

Leadership 3.0 Community and Career Skills

3.2 The student will demonstrate social responsibility in family, community, and business and industry.

EMPLOYABILITY SKILLS

SCANS 2.0 The student demonstrates interpersonal skills in working well with others.

2.1: Participates as a member of a team

2.4: Exercises Leadership

SCANS 3.0 The student acquires and uses information

3.1: Acquires and evaluates information

3.2: Organizes and maintains information

3.3: Interprets and communicates information

3.4: Uses computers to process information

SCANS 5.0 The student works with a variety of technologies

5.1: Selects Technology - Chooses procedures, tools or equipment including computers and related technologies.

THINKING SKILLS

☐ Observe	☐ Main Idea	☐ Conclusion	☑ Originality
☐ Patterns	☑ Summary	☐ Metacognition	☐ Risking
☐ Sequence	☐ Point of View	☐ Reasoning	☑ Inquisitiveness
☐ Classify	☐ Analysis	☐ Problem Solving	☐ Attending
☐ Compare/Constrast	☑ Finding Evidence	☐ Goal Setting	☐ Persistence
☐ Predict	☑ Evaluation	☐ Fluency	☐ Precision
☐ Cause/Effect	☐ Detect Bias	☐ Elaboration	
☑ Fact/Opinion	☑ Inference	☐ Flexibility	

Unit 4   CAREERS   5 Hours

ESSENTIAL QUESTIONS OR OBJECTIVES

15.4.1 Examine biological processes related to prenatal development, birth and health of child and mother.
15.4.2 Consider the emotional factors of prenatal development and birth in relation to the health of the parents and child.
15.4.3 Examine implications of alternatives to biological parenthood.
15.4.4 Determine legal and ethical impacts of technology.

PERFORMANCE ASSESSMENT(S)

Case Scenarios Decisions:
Using the planning process with case scenarios and a variety of situations, students will make decisions related to becoming a parent (whether, when, how). Students will analyze factors related to prenatal development, birth and health of child and mother. Compare and contrasts the alternatives to parenting considering the legal and ethical issues. The final decisions for the case scenarios will be expressed in an original written/visual format that may be exhibited, (e.g., posted on a bulletin board) for others to see.
Editorial Project:
Based on research including the internet and other resources, students will write an editorial (which takes a position, expresses an opinion) on the physical and emotional impacts of pregnancy and parenting at different life stages.

Participation in FCCLA project activities may be used as assessment:
STAR Events
Community Service
Families First
Financial Fitness
Student Body

INDUSTRY STANDARDS

CCF-1.2 Demonstrate transferable and employability skills in community and workplace settings.

1.2.1 Examine potential career choices to determine the knowledge, skills, and attitudes associated with each.

1.2.2 Demonstrate job seeking and job keeping skills.

1.2.3 Apply communication skills in community and workplace settings.

1.2.4 Demonstrate teamwork skills in community and workplace settings.

1.2.6 Demonstrate leadership skills and abilities in the workplace and the community.

1.2.8 Demonstrate work ethics and professionalism.

ACADEMIC STANDARDS (EALR's and GLE's)

Standards: Reading

Reading 1.2 Use vocabulary (word meaning) strategies to comprehend text.

Reading 2.1 Demonstrate evidence of reading comprehension.

2.1.3 Apply comprehension monitoring strategies during and after reading: determine importance using theme, main idea, and supporting details in grade-level informational/expository text and/or literary/narrative text.

Reading 3.1 Read to learn new information.

3.1.1 Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions.

Reading 3.2 Read to perform a task.

Reading 3.3 Read for career applications.

Standards: Communication

Communication 1.1: Uses listening and observation skills and strategies to focus attention and interpret information.

Communication 3.1: Uses knowledge of topic/theme, audience, and purpose to plan presentations.

Standards: Writing

Writing 1.6: Adjusts writing process as necessary.
Writing 2.2: Writes for different purposes.
Writing 3.1: Develops ideas and organizes writing.

Standards: Health
Health 3.2: Evaluates health and fitness information.

LEADERSHIP SKILLS

Leadership 1.0 Individual Skills

1.1 The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (work related) experiences.

1.6 The student will conduct self in a professional manner in practical career applications, organizational forums, and decision-making bodies.

Leadership 1.0 Individual Skills

2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.

EMPLOYABILITY SKILLS

SCANS 1.0 The student identifies, organizes, plans and allocates resources

1.1: Time - Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.

1.2: Money - Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives.

1.3: Materials and facilities - Acquires, stores, allocates, and uses materials or space efficiently.

1.4: Human resources - Assesses skills and distributes work accordingly, evaluates performance and provides feedback.

SCANS 3.0 The student acquires and uses information

3.1: Acquires and evaluates information

3.2: Organizes and maintains information

3.3: Interprets and communicates information

3.4: Uses computers to process information

THINKING SKILLS

- ☐ Observe
- ☐ Patterns
- ☐ Sequence
- ☐ Classify
- ☑ Compare/Constrast
- ☐ Predict
- ☐ Cause/Effect
- ☑ Fact/Opinion

- ☐ Main Idea
- ☐ Summary
- ☑ Point of View
- ☑ Analysis
- ☑ Finding Evidence
- ☑ Evaluation
- ☐ Detect Bias
- ☐ Inference

- ☐ Conclusion
- ☐ Metacognition
- ☐ Reasoning
- ☑ Problem Solving
- ☑ Goal Setting
- ☐ Fluency
- ☑ Elaboration
- ☑ Flexibility

- ☑ Originality
- ☐ Risking
- ☐ Inquisitiveness
- ☐ Attending
- ☑ Persistence
- ☐ Precision

Unit 5   0 Hours

ESSENTIAL QUESTIONS OR OBJECTIVES

1.2.1 Examine potential career choices to determine the knowledge, skills and attitudes associated with each.

PERFORMANCE ASSESSMENT(S)

Students will analyze three careers from the health and human services career pathway. One would be that of a full time parent, one would focus on small children, and the other is student choice. Through their investigation, they will conduct interviews, conduct research, and develop a display that compares and contrasts knowledge, skills and attitudes associated with each career. Students will write a reflection paper summarizing the information and analyzing it in relation to their personal needs and desires.

INDUSTRY STANDARDS

ACADEMIC STANDARDS (EALR's and GLE's)

Standards: Reading

Reading 2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.

Reading 3.4 Read for literary experience in a variety of genres.

Standards: Communication

Communication 1.1: Uses listening and observation skills and strategies to focus attention and interpret information.

Standards: Arts

3.2   Uses the arts to communicate for a specific purpose.

Standards: Writing

Writing 2.3: Writes in a variety of forms/genres.

Writing 2.4: Writes for career applications.

Writing 3.1: Develops ideas and organizes writing.

LEADERSHIP SKILLS

Leadership 1.0 Individual Skills

1.4 The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions.

1.5 The student will demonstrate self-advocacy skills by achieving planned, individual goals.

EMPLOYABILITY SKILLS

SCANS 2.0 The student demonstrates interpersonal skills in working well with others.

2.3: Serves clients/customers

2.6: Works with diversity

SCANS 3.0 The student acquires and uses information

3.1: Acquires and evaluates information

3.2: Organizes and maintains information

3.4: Uses computers to process information

SCANS 4.0 The student understands complex systems and inter-relationships

4.1: Understands Systems - Knows how social, organizational, and technological systems work and operates effectively with them.

4.3: Improves or Designs Systems - Suggests modifications to existing systems and develops new or alternative systems to improve performance.

SCANS 5.0 The student works with a variety of technologies

5.1: Selects Technology - Chooses procedures, tools or equipment including computers and related technologies.

5.2: Applies Technology to Task - Understands overall intent and proper procedures for setup and operation of equipment.

5.3: Maintains and Troubleshoots Equipment - Prevents, identifies, or solves problems with equipment, including computers and other technologies.

THINKING SKILLS

- [ ] Observe
- [ ] Patterns
- [ ] Sequence
- [ ] Classify
- [ ] Compare/Constrast
- [ ] Predict
- [ ] Cause/Effect
- [ ] Fact/Opinion

- [ ] Main Idea
- [ ] Summary
- [ ] Point of View
- [ ] Analysis
- [ ] Finding Evidence
- [ ] Evaluation
- [ ] Detect Bias
- [ ] Inference

- [ ] Conclusion
- [ ] Metacognition
- [ ] Reasoning
- [ ] Problem Solving
- [ ] Goal Setting
- [ ] Fluency
- [ ] Elaboration
- [ ] Flexibility

- [ ] Originality
- [ ] Risking
- [ ] Inquisitiveness
- [ ] Attending
- [ ] Persistence
- [ ] Precision