

Everett Public Schools Framework: Child Development (Parenting)

Course: Child Development/Parenting	Total Framework Hours: 90 Hours
CIP Code: 190706	Type: Exploratory
Career Cluster: Human Services	Date Last Modified: Thursday, February 19, 2015

Resources and Standard used in Framework Development:

National Family and Consumer Science Education Standards

Unit 1 FAMILIES AND COMMUNITY PARTNERSHIPS

Hours: 10

Performance Assessment(s):

See DocuShare Child Development for the following:

Family Heritage Project: Visual on students heritage and family. Emphasizes on heritage/family traditions/family recipes, etc.

Types of Families Visual

Unit Summative Quiz

Leadership Alignment:

FCCLA Power of One Project, STAR Event "Focus on Children" event or community service, Families First.

Standards and Competencies

- RFA 2.0 Analyze recurring and evolving family, workplace, and community concerns.
 - 2.1 Classify different types of concerns (e.g., theoretic, technical, practical) and possible methods for addressing them.
 - 2.2 Describe recurring and evolving concerns facing individuals, families, workplaces, and communities.
 - 2.3 Describe conditions and circumstances that create or sustain recurring and evolving concerns.
 - 2.4 Describe levels of concerns: individual, family, workplace, community, cultural/societal, global/environmental.
- 6.1 Analyze the effects of family as a system on individuals and society
 - 6.1.1 Analyze family as the basic unit of society
 - 6.1.2 Analyze the role of family in transmitting societal expectations.
 - 6.1.3 Analyze global influences on today's families
 - 6.1.4 Analyze the role of family in teaching culture and traditions across the life span.
 - 6.1.5 Analyze the role of family in developing independence, interdependence, and commitment of family members.
 - 6.1.6 Analyze the effects of change and transitions over the life course.
 - 6.1.7 Analyze the ways family and consumer sciences careers assist the work of the family.
- 7.2 Analyze factors relating to providing family and community services.
 - 7.2.1 Describe local, state, and national agencies and informal support resources providing human services
 - 7.2.3 Summarize licensing laws and regulations that affect service providers and their participants.
 - 7.2.6 Analyze effective individual and family advocacy and self-advocacy strategies to overcome diverse challenges facing human services participants.
 - 7.2.7 Analyze community-networking opportunities in family and community services.
- 7.3 Demonstrate professional behaviors, skills, and knowledge in providing family and community services.
 - 7.3.1 Apply rules, regulations, and work site policies that affect employer, employee, participant, and family rights and responsibilities.
 - 7.3.2 Demonstrate professional and ethical collaborative relationships with colleagues, support teams, participants, and families.

7.3.3 Maintain accurate and confidential documentation to be submitted in a timely manner to appropriate sources.

Aligned to Washington State Standards

Arts

Communication - Speaking and Listening

Comprehension and Collaboration (9-10)

2 - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on pages 54 for specific expectations.)

Health and Fitness

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

Language

Mathematics

Reading

CC: Reading for Literacy in History/Social Studies

Key Ideas and Details (9-10)

1 - Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Craft and Structure (9-10)

4 - Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

Science

Social Studies

Writing

CC: Writing (9-10)

Production and Distribution of Writing

4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 on up to and including grades 9-10 page 55.)

6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Range of Writing

10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- ☒ Think Creatively
- ☐ Work Creatively with Others
- ☐ Implement Innovations

Creative Thinking and Problem Solving

- ☐ Reason Effectively
- ☐ Use Systems Thinking
- ☒ Make Judgements and Decisions
- ☐ Solve Problems

Communication and Collaboration

- ☒ Communicate Clearly
- ☒ Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy

- ☒ Access and Evaluate Information
- ☒ Use and Manage Information

Media Literacy

- ☒ Analyze Media
- ☒ Create Media Products

Information, Communications, and Technology (ICT Literacy)

- ☒ Apply Technology Effectively

LIFE AND CAREER SKILLS

Flexibility and Adaptability

- ☒ Adapt to Change
- ☒ Be Flexible

Initiative and Self-Direction

- ☒ Manage Goals and Time
- ☒ Work Independently
- ☒ Be Self-Directed Learners

Social and Cross-Cultural

- ☐ Interact Effectively with Others
- ☐ Work Effectively in Diverse Teams

Productivity and Accountability

- ☒ Manage Projects
- ☒ Produce Results

Leadership and Responsibility

- ☐ Guide and Lead Others
- ☒ Be Responsible to Others

Unit 2 PARENTING		Hours: 6
Performance Assessment(s):		
See Docushare- Child Development for the following:		
Parenting Styles visual		
Do You Wanna Be A Parent? Budget Project		
Parent Interview		
Summative Unit Quiz		
Leadership Alignment:		
FCCLA -Focus on Children, and Illustrated Talk		
Standards and Competencies		
<p>15.1 Analyze roles and responsibilities of parenting.</p> <p>15.1.1 Analyze parenting roles across the life span.</p> <p>15.1.2 Analyze expectations and responsibilities of parenting.</p> <p>15.1.4 Analyze societal conditions that influence parenting across the life span.</p> <p>15.2 Evaluate parenting practices that maximize human growth and development.</p> <p>15.2.1 Choose nurturing practices that support human growth and development.</p> <p>15.2.2 Apply communication strategies that promote positive self-esteem in family members.</p> <p>15.2.3 Assess common practices and emerging research about discipline on human growth and development.</p> <p>15.2.4 Assess the effects of abuse and neglect on children and families and determine methods for prevention.</p> <p>15.2.5 Apply criteria for selecting care and services for children</p> <p>15.3 Evaluate external support systems that provide services for parents.</p> <p>15.3.1 Assess community resources and services available to families.</p> <p>15.3.2 Appraise community resources that provide opportunities related to parenting.</p> <p>15.3.3 Summarize current laws and policies related to parenting.</p> <p>15.4 Analyze physical and emotional factors related to beginning the parenting process.</p> <p>15.4.1 Analyze biological processes related to prenatal development, birth, and health of child and mother.</p> <p>15.4.2 Analyze the emotional factors of prenatal development and birth in relation to the health of parents and child.</p> <p>15.4.3 Analyze implications of alternatives to biological parenthood.</p>		
Aligned to Washington State Standards		
Arts		
Communication - Speaking and Listening		
<p>2 - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>		

Health and Fitness
Language
Mathematics
Reading
<p><u>CC: Reading Informational Text</u></p> <p>1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>Craft and Structure (9-10)</u></p> <p>4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>
Science
Social Studies
Writing
<p><u>CC: Writing (9-10)</u></p> <p><u>Production and Distribution of Writing</u></p> <p>4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 on up to and including grades 9-10 page 55.)</p> <p>6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p><u>Range of Writing</u></p> <p>10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- ☒ Think Creatively
- ☒ Work Creatively with Others
- ☐ Implement Innovations

Creative Thinking and Problem Solving

- ☒ Reason Effectively
- ☐ Use Systems Thinking
- ☒ Make Judgements and Decisions
- ☒ Solve Problems

Communication and Collaboration

- ☒ Communicate Clearly
- ☒ Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy

- ☒ Access and Evaluate Information
- ☒ Use and Manage Information

Media Literacy

- ☒ Analyze Media
- ☒ Create Media Products

Information, Communications, and Technology (ICT Literacy)

- ☒ Apply Technology Effectively

LIFE AND CAREER SKILLS

Flexibility and Adaptability

- ☒ Adapt to Change
- ☒ Be Flexible

Initiative and Self-Direction

- ☒ Manage Goals and Time
- ☒ Work Independently
- ☒ Be Self-Directed Learners

Social and Cross-Cultural

- ☒ Interact Effectively with Others
- ☒ Work Effectively in Diverse Teams

Productivity and Accountability

- ☐ Manage Projects
- ☒ Produce Results

Leadership and Responsibility

- ☐ Guide and Lead Others
- ☐ Be Responsible to Others

Unit 3 PREGNANCY/LABOR/DELIVERY/BIRTH DEFECTS		Hours: 5
Performance Assessment(s):		
See Docushare- Child Development for the following:		
Empathy Belly Simulation		
Stages of Conception formative assessment		
Stages of Fetal Development Visual		
Birth Defect Brochure/Flier		
Summative Unit Quiz		
Leadership Alignment:		
FCCLA Power of One Project, STAR Event "Focus on Children" event or community service project		
Standards and Competencies		
<p>12.1.1 Analyze physical, emotional, social, spiritual, and intellectual development.</p> <p>12.1.2 Analyze interrelationships among physical, emotional, social, and intellectual aspects of human growth and development.</p> <p>12.2 Analyze conditions that influence human growth and development.</p> <p>12.2.1 Analyze the effect of heredity and environment on human growth and development.</p> <p>12.2.2 Analyze the impact of social, economic, and technological forces on individual growth and development.</p> <p>12.2.3 Analyze the effects of gender, ethnicity, and culture on individual development.</p> <p>12.2.4 Analyze the effects of life events on individuals' physical, intellectual, social, moral, and emotional development.</p> <p>12.3 Analyze strategies that promote growth and development across the life span.</p> <p>12.3.1 Analyze the role of nurturance on human growth and development.</p> <p>12.3.2 Analyze the role of communication on human growth and development.</p> <p>12.3.3 Analyze the role of family and social services support systems in meeting human growth and development needs.</p> <p>13.1 Analyze functions and expectations of various types of relationships.</p> <p>13.1.1 Analyze processes for building and maintaining interpersonal relationships.</p> <p>13.1.2 Predict the effects of various stages of the family life cycle on interpersonal relationships.</p> <p>13.1.3 Compare physical, emotional, spiritual and intellectual functioning in stable and unstable relationships.</p> <p>13.1.4 Analyze factors that contribute to healthy and unhealthy relationships.</p> <p>13.1.5 Analyze processes for handling unhealthy relationships.</p> <p>13.1.6 Demonstrate stress management strategies for family, work, and community settings.</p> <p>13.2 Analyze personal needs and characteristics and their effects on interpersonal relationships.</p> <p>13.2.1 Analyze the effects of personal characteristics on relationships.</p> <p>13.2.2 Analyze the effect of personal need on relationships.</p> <p>13.2.3 Analyze the effects of self-esteem and self-image on relationships.</p> <p>13.2.4 Analyze the effects of life span events and conditions on relationships.</p> <p>13.2.5 Explain the effects of personal standards and behaviors on interpersonal relationships.</p> <p>13.3 Demonstrate communication skills that contribute to positive relationships.</p>		

- 13.3.1 Analyze communication styles and their effects 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 Analyze strategies to overcome communication barriers in family, community and work settings.
- 13.3.5 Apply ethical principles of communication in family, community and work settings.
- 13.3.6 Analyze the effects of communication technology in family, work, and community settings.
- 13.3.7 Analyze the roles and functions of communication in family, work, and community settings.
- 13.4 Evaluate effective conflict prevention and management techniques.
 - 13.4.1 Analyze the origin and development of attitudes and behaviors regarding conflict.
 - 13.4.2 Explain how similarities and differences among people affect conflict prevention and management.
 - 13.4.3 Apply the roles of decision making and problem solving in reducing and managing conflict.
 - 13.4.4 Demonstrate nonviolent strategies that address conflict.
 - 13.4.5 Demonstrate effective responses to harassment.
- 15.1 Analyze roles and responsibilities of parenting.
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- 6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on pages 54 for specific expectations.)

Health and Fitness

Health 2.2: Understands stages of growth and development.

2.2.1 Analyzes the physiological and psychological changes throughout the lifetime.

2.2.3 Evaluates hereditary factors affecting growth, development, and health.

Language

Mathematics

Reading

CC: Reading Informational Text

Key Ideas and Details (9-10)

1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Craft and Structure (9-10)

4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Integration of Knowledge and Ideas (9-10)

Science

Life Science

9-11 LS1H: Genes are carried on chromosomes. Animal cells contain two copies of each chromosome with genetic information that regulate body structure and functions. Cells divide by a process called mitosis, in which the genetic information is copied so that each new cell contains exact copies of the original chromosomes.

9-11 LS1I: Egg and sperm cells are formed by a process called meiosis in which each resulting cell contains only one representative chromosome from each pair found in the original cell. Recombination of genetic information during meiosis scrambles the genetic information, allowing for new genetic combinations and characteristics in the offspring. Fertilization restores the original number of chromosome pairs and reshuffles the genetic information, allowing for variation among offspring.

Social Studies

Writing

CC: Writing (9-10)

Production and Distribution of Writing

4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 on up to and including grades 9-10 page 55.)

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INFORMATION, MEDIA AND TECHNOLOGY SKILLS

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LIFE AND CAREER SKILLS

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Initiative and Self-Direction

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Social and Cross-Cultural

- ☒ Interact Effectively with Others
- ☒ Work Effectively in Diverse Teams

Productivity and Accountability

- ☒ Manage Projects
- ☒ Produce Results

Leadership and Responsibility

- ☒ Guide and Lead Others
- ☒ Be Responsible to Others

Unit 4 AGES AND STAGES/CHILD DEVELOPMENT AND CURRICULUM	Hours: 35
Performance Assessment(s):	
<p>See Docushare- Child Development for the following</p> <p>Baby Think It Over Simulation</p> <p>Ages and Stages developmentally appropriate game project</p> <p>Developmentally Appropriate Lesson Plan and Activity project for Pre school or Elementary age, including developmentally appropriate educational activity, book, and puppet all based on an educational theme.</p> <p>Summative Unit Quiz</p>	
Leadership Alignment:	
FCCLA Power of One Project, STAR Event "Focus on Children", illustrated Talk	
Standards and Competencies	
<p>4.3 Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests.</p> <p>4.3.1 Analyze a variety of curriculum and instructional models.</p> <p>4.3.2 Implement learning activities in all curriculum areas that meet the developmental needs of children.</p> <p>4.3.3 Implement an integrated curriculum that incorporates a child's language, learning styles, early experiences, and cultural values.</p> <p>4.3.4 Demonstrate a variety of teaching methods to meet individual needs of children.</p> <p>4.3.5 Arrange learning centers that provide for children's exploration, discovery, and development.</p> <p>4.3.6 Establish activities, routines, and transitions.</p> <p>12.1.1 Analyze physical, emotional, social, spiritual, and intellectual development.</p> <p>12.1.2 Analyze interrelationships among physical, emotional, social, and intellectual aspects of human growth and development.</p> <p>12.2 Analyze conditions that influence human growth and development.</p> <p>12.2.1 Analyze the effect of heredity and environment on human growth and development.</p> <p>12.2.2 Analyze the impact of social, economic, and technological forces on individual growth and development.</p> <p>12.2.3 Analyze the effects of gender, ethnicity, and culture on individual development.</p> <p>12.2.4 Analyze the effects of life events on individuals' physical, intellectual, social, moral, and emotional development.</p> <p>12.3 Analyze strategies that promote growth and development across the life span.</p> <p>12.3.1 Analyze the role of nurturance on human growth and development.</p> <p>12.3.2 Analyze the role of communication on human growth and development.</p> <p>12.3.3 Analyze the role of family and social services support systems in meeting human growth and development needs.</p> <p>13.1 Analyze functions and expectations of various types of relationships.</p> <p>13.1.1 Analyze processes for building and maintaining interpersonal relationships.</p> <p>13.1.2 Predict the effects of various stages of the family life cycle on interpersonal relationships.</p> <p>13.1.3 Compare physical, emotional, spiritual and intellectual functioning in stable and unstable relationships.</p> <p>13.1.4 Analyze factors that contribute to healthy and unhealthy relationships.</p> <p>13.1.5 Analyze processes for handling unhealthy relationships.</p> <p>13.1.6 Demonstrate stress management strategies for family, work, and community settings.</p> <p>13.2 Analyze personal needs and characteristics and their effects on interpersonal relationships.</p>	

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 - 13.4.3 Apply the roles of decision making and problem solving in reducing and managing conflict.
 - 13.4.4 Demonstrate nonviolent strategies that address conflict.
 - 13.4.5 Demonstrate effective responses to harassment.
- 13.6 Demonstrate standards that guide behavior in interpersonal relationships.
 - 13.6.1 Apply critical thinking and ethical criteria to evaluate interpersonal relationships.
 - 13.6.2 Apply guidelines for assessing the nature of issues and situations.
 - 13.6.3 Apply critical thinking and ethical standards when making judgments and taking action.
- 15.1 Analyze roles and responsibilities of parenting.
 - 15.1.1 Analyze parenting roles across the life span.
 - 15.1.2 Analyze expectations and responsibilities of parenting.
- 15.3 Evaluate external support systems that provide services for parents.
 - 15.3.3 Summarize current laws and policies related to parenting.

Aligned to Washington State Standards

Arts

Communication - Speaking and Listening

- 2 - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
 - Presentation of Knowledge and Ideas (9-10)
- 4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- 5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- 6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on pages 54 for specific expectations.)

Health and Fitness
Language
Mathematics
Reading
<p><u>CC: Reading Informational Text</u></p> <p><u>Key Ideas and Details (9-10)</u></p> <p>1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>Craft and Structure (9-10)</u></p> <p>4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>
Science
Social Studies
Writing
<p><u>CC: Writing (9-10)</u></p> <p>3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>3a - Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>3b - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>3c - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>3d - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p><u>Production and Distribution of Writing</u></p> <p>4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 on up to and including grades 9–10 page 55.)</p> <p>6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p><u>Research to Build and Present Knowledge</u></p> <p>7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- ☒ Think Creatively
- ☒ Work Creatively with Others
- ☐ Implement Innovations

Creative Thinking and Problem Solving

- ☒ Reason Effectively
- ☐ Use Systems Thinking
- ☒ Make Judgements and Decisions
- ☒ Solve Problems

Communication and Collaboration

- ☒ Communicate Clearly
- ☒ Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy

- ☒ Access and Evaluate Information
- ☒ Use and Manage Information

Media Literacy

- ☒ Analyze Media
- ☒ Create Media Products

Information, Communications, and Technology (ICT Literacy)

- ☒ Apply Technology Effectively

LIFE AND CAREER SKILLS

Flexibility and Adaptability

- ☒ Adapt to Change
- ☒ Be Flexible

Initiative and Self-Direction

- ☒ Manage Goals and Time
- ☒ Work Independently
- ☒ Be Self-Directed Learners

Social and Cross-Cultural

- ☒ Interact Effectively with Others
- ☒ Work Effectively in Diverse Teams

Productivity and Accountability

- ☒ Manage Projects
- ☒ Produce Results

Leadership and Responsibility

- ☒ Guide and Lead Others
- ☒ Be Responsible to Others

Unit 5 CHILD DEVELOPMENT LEARNING ENVIRONMENT AND DESIGN		Hours: 4
Performance Assessment(s):		
See Docushare- Child Development		
Jigsaw Puzzle or Group Research project and presentation on Health Policies for Child Care Center		
Identifying Characteristics of Safe and Appropriate Learning Environments formative assessment.		
Identifying Safety Hazards in a room or child care center and what to do to make it safer for children formative assessment.		
Child Care Center Design visual and explanation		
Summative Unit Quiz		
Leadership Alignment:		
FCCLA Power of One, STAR Event "Focus on Children", Illustrated Talk		
Standards and Competencies		
4.4 Demonstrate a safe and healthy learning environment for children. 4.4.1 Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity. 4.4.2 Apply safe and healthy practices that comply with state regulations. 4.4.3 Implement strategies to teach children health, safety, and sanitation habits. 4.6 Demonstrate professional practices and standards related to working with children. 4.6.2 Apply professional ethical standards as accepted by the recognized professional organizations. 5.3 Demonstrate sanitation procedures for a clean and safe environment. 5.3.5 Apply Centers for Disease Control (CDC) standards. 5.3.6 Apply Americans with Disabilities Act (ADA) regulations.		
Aligned to Washington State Standards		
Arts		
Communication - Speaking and Listening		
Health and Fitness		
Language		
Mathematics		
Reading		
<u>CC: Reading Informational Text</u> <u>Key Ideas and Details (9-10)</u> 1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <u>Craft and Structure (9-10)</u>		

4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Integration of Knowledge and Ideas (9-10)

Science

Social Studies

Writing

CC: Writing (9-10)

Production and Distribution of Writing

4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Research to Build and Present Knowledge

7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Range of Writing

10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- ☒ Think Creatively
- ☒ Work Creatively with Others
- ☐ Implement Innovations

Creative Thinking and Problem Solving

- ☒ Reason Effectively
- ☐ Use Systems Thinking
- ☒ Make Judgements and Decisions
- ☒ Solve Problems

Communication and Collaboration

- ☒ Communicate Clearly
- ☒ Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy

- ☒ Access and Evaluate Information
- ☒ Use and Manage Information

Media Literacy

- ☒ Analyze Media
- ☒ Create Media Products

Information, Communications, and Technology (ICT Literacy)

- ☒ Apply Technology Effectively

LIFE AND CAREER SKILLS

Flexibility and Adaptability

- ☒ Adapt to Change
- ☒ Be Flexible

Initiative and Self-Direction

- ☒ Manage Goals and Time
- ☒ Work Independently
- ☒ Be Self-Directed Learners

Social and Cross-Cultural

- ☐ Interact Effectively with Others
- ☒ Work Effectively in Diverse Teams

Productivity and Accountability

- ☒ Manage Projects
- ☒ Produce Results

Leadership and Responsibility

- ☐ Guide and Lead Others
- ☒ Be Responsible to Others

Unit 6 POSITIVE GUIDANCE AND DISCIPLINE	Hours: 5
Performance Assessment(s):	
<p>See Docushare- Child Development for the following:</p> <p>Positive Communication Role Play/Simulation formative assessment</p> <p>Strategies for communicating with children role play/simulation formative assessment</p> <p>Positive Guidance Statements formative assessment</p> <p>Summative Unit Quiz</p>	
Leadership Alignment:	
FCCLA STAR Event "Focus on Children", Illustrated Talk	
Standards and Competencies	
<p>4.5 Demonstrate techniques for positive collaborative relationships with children.</p> <p>4.5.1 Apply developmentally appropriate guidelines for behavior.</p> <p>4.5.2 Demonstrate problem-solving skills with children.</p> <p>4.5.3 Demonstrate interpersonal skills that promote positive and productive relationships with children.</p> <p>4.5.4 Implement strategies for constructive and supportive interactions between children and families.</p> <p>4.5.5 Analyze children's developmental progress and summarize developmental issues and concerns.</p> <p>4.6 Demonstrate professional practices and standards related to working with children.</p> <p>4.6.2 Apply professional ethical standards as accepted by the recognized professional organizations.</p> <p>13.1 Analyze functions and expectations of various types of relationships.</p> <p>13.1.1 Analyze processes for building and maintaining interpersonal relationships.</p> <p>13.1.2 Predict the effects of various stages of the family life cycle on interpersonal relationships.</p> <p>13.1.3 Compare physical, emotional, spiritual and intellectual functioning in stable and unstable relationships.</p> <p>13.1.4 Analyze factors that contribute to healthy and unhealthy relationships.</p> <p>13.1.5 Analyze processes for handling unhealthy relationships.</p> <p>13.1.6 Demonstrate stress management strategies for family, work, and community settings.</p> <p>13.2 Analyze personal needs and characteristics and their effects on interpersonal relationships.</p> <p>13.2.1 Analyze the effects of personal characteristics on relationships.</p> <p>13.2.2 Analyze the effect of personal need on relationships.</p> <p>13.2.3 Analyze the effects of self-esteem and self-image on relationships.</p> <p>13.2.5 Explain the effects of personal standards and behaviors on interpersonal relationships.</p> <p>13.3 Demonstrate communication skills that contribute to positive relationships.</p> <p>13.3.1 Analyze communication styles and their effects on relationships.</p> <p>13.3.2 Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.</p> <p>13.3.3 Demonstrate effective listening and feedback techniques.</p> <p>13.3.4 Analyze strategies to overcome communication barriers in family, community and work settings.</p> <p>13.3.5 Apply ethical principles of communication in family, community and work settings.</p> <p>13.4 Evaluate effective conflict prevention and management techniques.</p>	

- 13.4.1 Analyze the origin and development of attitudes and behaviors regarding conflict.
- 13.4.2 Explain how similarities and differences among people affect conflict prevention and management.
- 13.4.3 Apply the roles of decision making and problem solving in reducing and managing conflict.
- 13.4.4 Demonstrate nonviolent strategies that address conflict.

Aligned to Washington State Standards

Arts

Communication - Speaking and Listening

- 2 - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- 4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- 6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on pages 54 for specific expectations.)

Health and Fitness

Language

Mathematics

Reading

CC: Reading Informational Text

Key Ideas and Details (9-10)

- 1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Craft and Structure (9-10)

- 4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Science

Social Studies

Writing

CC: Writing (9-10)

Production and Distribution of Writing

- 4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 on up to and including grades 9-10 page 55.)
- 6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- 7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

21st Century Skills

<p>LEARNING AND INNOVATION</p> <p>Creativity and Innovation</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Think Creatively <input checked="" type="checkbox"/> Work Creatively with Others <input type="checkbox"/> Implement Innovations <p>Creative Thinking and Problem Solving</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Reason Effectively <input type="checkbox"/> Use Systems Thinking <input checked="" type="checkbox"/> Make Judgements and Decisions <input checked="" type="checkbox"/> Solve Problems <p>Communication and Collaboration</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Communicate Clearly <input checked="" type="checkbox"/> Collaborate with Others 	<p>INFORMATION, MEDIA AND TECHNOLOGY SKILLS</p> <p>Information Literacy</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Access and Evaluate Information <input checked="" type="checkbox"/> Use and Manage Information <p>Media Literacy</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Analyze Media <input checked="" type="checkbox"/> Create Media Products <p>Information, Communications, and Technology (ICT Literacy)</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Apply Technology Effectively 	<p>LIFE AND CAREER SKILLS</p> <p>Flexibility and Adaptability</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Adapt to Change <input checked="" type="checkbox"/> Be Flexible <p>Initiative and Self-Direction</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Mange Goals and Time <input type="checkbox"/> Work Independently <input type="checkbox"/> Be Self-Directed Learners <p>Social and Cross-Cultural</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Interact Effectively with Others <input checked="" type="checkbox"/> Work Effectively in Diverse Teams <p>Productivity and Accountability</p> <ul style="list-style-type: none"> <input type="checkbox"/> Manage Projects <input checked="" type="checkbox"/> Produce Results <p>Leadership and Responsibility</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Guide and Lead Others <input checked="" type="checkbox"/> Be Responsible to Others
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Unit 7 HEALTH AND SAFETY/INJURY AND ILLNESS	Hours: 10
Performance Assessment(s):	
<p>See Docushare- Child Development for the Following:</p> <p>The Professional's Role with Reporting Child Abuse formative asesment.</p> <p>Protecting Abused and Neglected Children formative assessment.</p> <p>First Aid Research Project</p> <p>Handling Emergencies formative assessment.</p> <p>Summative Unit Quiz</p>	
Leadership Alignment:	
FCCLA STAR Event "Focus on Children", Illustrated Talk	
Standards and Competencies	
<p>4.4 Demonstrate a safe and healthy learning environment for children.</p> <p>4.4.1 Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity.</p> <p>4.4.2 Apply safe and healthy practices that comply with state regulations.</p> <p>4.4.3 Implement strategies to teach children health, safety, and sanitation habits.</p> <p>4.4.5 Document symptoms of child abuse and neglect and use appropriate procedures to report suspected abuse or neglect to the designated authorities.</p> <p>4.4.6 Implement basic health practices and prevention procedures for workers and children regarding childhood illness and communicable diseases.</p> <p>4.4.7 Demonstrate security and emergency procedures.</p> <p>4.6 Demonstrate professional practices and standards related to working with children.</p> <p>4.6.2 Apply professional ethical standards as accepted by the recognized professional organizations.</p> <p>4.6.3 Implement federal, state, and local standards, policies, regulations, and laws that affect children, families, and programs.</p> <p>5.3 Demonstrate sanitation procedures for a clean and safe environment.</p> <p>5.3.1 Analyze the various types of cleaning methods and their environmental effects.</p> <p>5.3.2 Summarize federal and state regulations regarding safe handling use and storage of chemicals.</p> <p>5.3.3 Apply Occupational Safety and Health Administration (OSHA) regulations to situations in which blood borne pathogens exist and need to be labeled and carefully handled.</p> <p>5.3.5 Apply Centers for Disease Control (CDC) standards.</p> <p>5.3.6 Apply Americans with Disabilities Act (ADA) regulations.</p> <p>5.4 Apply hazardous materials and waste management procedures.</p> <p>5.4.1 Carry out federal, state, and other regulations regarding waste management.</p> <p>5.5 Demonstrate a work environment that provides safety and security.</p> <p>5.5.1 Design procedures for external and internal emergencies.</p> <p>5.5.2 Apply security procedures.</p> <p>5.5.3 Demonstrate safe procedures in the use, care, and storage of equipment.</p> <p>5.5.4 Apply safety and security procedures as required by Hazard Analysis and Critical Control Point (HACCP), Occupational Safety and Health Administrations (OSHA), and other agencies.</p> <p>5.5.5 Apply procedures for control of infection and infectious materials.</p> <p>5.6 Demonstrate laundering processes aligned with industry standards and regulations.</p> <p>5.6.2 Demonstrate standard laundry procedures.</p>	

Aligned to Washington State Standards

Arts

Communication - Speaking and Listening

2 - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on pages 54 for specific expectations.)

Health and Fitness

Language

Mathematics

Reading

CC: Reading Informational Text

Key Ideas and Details (9-10)

1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Craft and Structure (9-10)

4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Science

Social Studies

Writing

CC: Writing (9-10)

Production and Distribution of Writing

4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 on up to and including grades 9-10 page 55.)

6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Range of Writing

10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- ☒ Think Creatively
- ☒ Work Creatively with Others
- ☐ Implement Innovations

Creative Thinking and Problem Solving

- ☒ Reason Effectively
- ☐ Use Systems Thinking
- ☒ Make Judgements and Decisions
- ☒ Solve Problems

Communication and Collaboration

- ☒ Communicate Clearly
- ☒ Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy

- ☒ Access and Evaluate Information
- ☒ Use and Manage Information

Media Literacy

- ☒ Analyze Media
- ☐ Create Media Products

Information, Communications, and Technology (ICT Literacy)

- ☒ Apply Technology Effectively

LIFE AND CAREER SKILLS

Flexibility and Adaptability

- ☒ Adapt to Change
- ☒ Be Flexible

Initiative and Self-Direction

- ☒ Manage Goals and Time
- ☒ Work Independently
- ☒ Be Self-Directed Learners

Social and Cross-Cultural

- ☒ Interact Effectively with Others
- ☐ Work Effectively in Diverse Teams

Productivity and Accountability

- ☒ Manage Projects
- ☒ Produce Results

Leadership and Responsibility

- ☒ Guide and Lead Others
- ☒ Be Responsible to Others

Unit 8 NUTRITION AND WELLNESS

Hours: 8

Performance Assessment(s):

See Docushare- Child Development for the following:

Handwashing Scenarios/practical with Glo Germs

Daily health check policies for children attending the daycare assessment

Nutrition "Go Slow Whoa" Food/portions Game

Create a Nutritionally Sound Meal Plan Visual

Policies and Procedures for preparing and serving food to children assessment

Developmentally Appropriate Nutrition Labs for Ages and Stages. Students create a variety of nutritional snacks that are age appropriate.

Summative Unit Quiz

Summative Unit Quiz

Leadership Alignment:

FCCLA Star Event "A Focus On Childrent", illustrated talk

Standards and Competencies	
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8.2 Demonstrate food safety and sanitation procedures.

8.2.1 Identify characteristics of major food borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.

8.2.5 Practice good personal hygiene/health procedures, including dental health and weight management, and report symptoms of illness.

8.2.7 Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and other food products.

8.2.8 Analyze current types of cleaning materials and sanitizers for proper uses and safety hazards.

8.2.8	Analyze current types of cleaning materials and sanitizers for proper uses and safety hazards.
14.1	Analyze factors that influence nutrition and wellness practices across the life span.

14.1 Analyze factors that influence nutrition and wellness practices across the life span.

14.1.1 Explain physical, emotional, social, psychological, and spiritual components of individual and family wellness.

14.1.2 Analyze the effects of psychological, cultural, and social influences on food choices and other nutrition practices.

14.1.3 Analyze the governmental, economic, and technological influences on food choices and practices.

14.1.3 Analyze the governmental, economic, and technological influences on food choices and practices.

14.1.4 Analyze the effects of global and local events and conditions on food choices and practices

14.1.4	Analyze the effects of global and local events and conditions on food choices and practices
14.1.5	Analyze legislation and regulations related to nutrition and wellness.

14.1.5 Analyze legislation and regulations related to nutrition and wellness.
14.2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span

14.2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span

14.2.1 Analyze the effect of nutrients on health, appearance, and peak performance.

14.2.2 Analyze the relationship of nutrition and wellness to individual and family health throughout the life span.

14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.

14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.

14.3.1 Apply various dietary guidelines in planning to meet nutrition and wellness needs.

14.3.2 Design strategies that meet the health and nutrition requirements of individuals and families with special needs.

14.3.3 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.

Aligned to Washington State Standards

Arts

Communication - Speaking and Listening

4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on pages 54 for specific expectations.)

Health and Fitness

Language

Mathematics

Reading

CC: Reading Informational Text

Key Ideas and Details (9-10)

1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Craft and Structure (9-10)

4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Science

Social Studies

Writing

CC: Writing (9-10)

Text Types and Purposes

Production and Distribution of Writing

4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 on up to and including grades 9-10 page 55.)

6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Range of Writing

10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

21st Century Skills

<p>LEARNING AND INNOVATION</p> <p>Creativity and Innovation</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Think Creatively <input checked="" type="checkbox"/> Work Creatively with Others <input type="checkbox"/> Implement Innovations <p>Creative Thinking and Problem Solving</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Reason Effectively <input type="checkbox"/> Use Systems Thinking <input checked="" type="checkbox"/> Make Judgements and Decisions <input checked="" type="checkbox"/> Solve Problems <p>Communication and Collaboration</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Communicate Clearly <input checked="" type="checkbox"/> Collaborate with Others 	<p>INFORMATION, MEDIA AND TECHNOLOGY SKILLS</p> <p>Information Literacy</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Access and Evaluate Information <input checked="" type="checkbox"/> Use and Manage Information <p>Media Literacy</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Analyze Media <input checked="" type="checkbox"/> Create Media Products <p>Information, Communications, and Technology (ICT Literacy)</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Apply Technology Effectively 	<p>LIFE AND CAREER SKILLS</p> <p>Flexibility and Adaptability</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Adapt to Change <input checked="" type="checkbox"/> Be Flexible <p>Initiative and Self-Direction</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Mange Goals and Time <input checked="" type="checkbox"/> Work Independently <input checked="" type="checkbox"/> Be Self-Directed Learners <p>Social and Cross-Cultural</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Interact Effectively with Others <input checked="" type="checkbox"/> Work Effectively in Diverse Teams <p>Productivity and Accountability</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Manage Projects <input checked="" type="checkbox"/> Produce Results <p>Leadership and Responsibility</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Guide and Lead Others <input checked="" type="checkbox"/> Be Responsible to Others
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Unit 9 PROGRAM PLANNING, PROFESSIONALISM AND CAREERS	Hours: 7
Performance Assessment(s):	
<p>See Docushare-Child Development for the following:</p> <p>Design a quality mission statement for their Childcare center.</p> <p>Right WAC or Wrong WAC formative assessment.</p> <p>Confidentiality Scenarios formative assessment.</p> <p>Ethical Dilemmas and the Code of Ethics formative assessment.</p> <p>Professionalism Scenarios formative assessment</p> <p>Merit Scavenger Hunt formative assessment</p> <p>Career Quest project related to a career in Human and Health Services Pathway</p> <p>Unit Summative Quiz</p>	
Leadership Alignment:	
FCCLA - Job Interview, Career Investigation	
Standards and Competencies	
<p>1.2 Demonstrate transferable and employability skills in school, community and workplace settings.</p> <p>1.2.1 Analyze potential career choices to determine the knowledge, skills, and attitudes associated with each career.</p> <p>1.2.2 Demonstrate job seeking and job keeping skills.</p> <p>1.2.3 Apply communication skills in school, community and workplace settings.</p> <p>1.2.4 Demonstrate teamwork skills in school, community and workplace settings.</p> <p>1.2.6 Demonstrate leadership skills and abilities in school, workplace and community settings.</p> <p>1.2.8 Demonstrate work ethics and professionalism.</p> <p>4.1 Analyze career paths within early childhood, education & related services.</p> <p>4.1.1 Explain the roles and functions of individuals engaged in early childhood, education, and services.</p> <p>4.1.2 Analyze opportunities for employment and entrepreneurial endeavors.</p> <p>4.1.3 Summarize education and training requirements and opportunities for career paths in early childhood, education, and services.</p> <p>4.1.4 Analyze the effects of early childhood, education, and services occupations on local, state, national, and global economies.</p> <p>4.1.6 Analyze the role of professional organizations in education and early childhood.</p> <p>4.6 Demonstrate professional practices and standards related to working with children.</p> <p>4.6.1 Utilize opportunities for continuing training and education.</p> <p>4.6.2 Apply professional ethical standards as accepted by the recognized professional organizations.</p> <p>4.6.3 Implement federal, state, and local standards, policies, regulations, and laws that affect children, families, and programs.</p> <p>4.6.4 Demonstrate enthusiasm, initiative, and commitment to program goals and improvements.</p> <p>4.6.5 Apply business management skills to planning businesses in early childhood, education, and services.</p>	

Aligned to Washington State Standards

Arts

Communication - Speaking and Listening

Comprehension and Collaboration (9-10)

2 - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on pages 54 for specific expectations.)

Health and Fitness

Language

Mathematics

Reading

CC: Reading Informational Text

1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Craft and Structure (9-10)

4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Science

Social Studies

Writing

CC: Writing (9-10)

Production and Distribution of Writing

4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 on up to and including grades 9-10 page 55.)

6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Range of Writing

10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

21st Century Skills

<p>LEARNING AND INNOVATION</p> <p>Creativity and Innovation</p> <p><input checked="" type="checkbox"/> Think Creatively</p> <p><input type="checkbox"/> Work Creatively with Others</p> <p><input type="checkbox"/> Implement Innovations</p> <p>Creative Thinking and Problem Solving</p> <p><input checked="" type="checkbox"/> Reason Effectively</p> <p><input type="checkbox"/> Use Systems Thinking</p> <p><input checked="" type="checkbox"/> Make Judgements and Decisions</p> <p><input checked="" type="checkbox"/> Solve Problems</p> <p>Communication and Collaboration</p> <p><input checked="" type="checkbox"/> Communicate Clearly</p> <p><input type="checkbox"/> Collaborate with Others</p>	<p>INFORMATION, MEDIA AND TECHNOLOGY SKILLS</p> <p>Information Literacy</p> <p><input checked="" type="checkbox"/> Access and Evaluate Information</p> <p><input checked="" type="checkbox"/> Use and Manage Information</p> <p>Media Literacy</p> <p><input checked="" type="checkbox"/> Analyze Media</p> <p><input checked="" type="checkbox"/> Create Media Products</p> <p>Information, Communications, and Technology (ICT Literacy)</p> <p><input checked="" type="checkbox"/> Apply Technology Effectively</p>	<p>LIFE AND CAREER SKILLS</p> <p>Flexibility and Adaptability</p> <p><input checked="" type="checkbox"/> Adapt to Change</p> <p><input checked="" type="checkbox"/> Be Flexible</p> <p>Initiative and Self-Direction</p> <p><input checked="" type="checkbox"/> Mange Goals and Time</p> <p><input checked="" type="checkbox"/> Work Independently</p> <p><input checked="" type="checkbox"/> Be Self-Directed Learners</p> <p>Social and Cross-Cultural</p> <p><input type="checkbox"/> Interact Effectively with Others</p> <p><input type="checkbox"/> Work Effectively in Diverse Teams</p> <p>Productivity and Accountability</p> <p><input checked="" type="checkbox"/> Manage Projects</p> <p><input checked="" type="checkbox"/> Produce Results</p> <p>Leadership and Responsibility</p> <p><input type="checkbox"/> Guide and Lead Others</p> <p><input checked="" type="checkbox"/> Be Responsible to Others</p>
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