

Exploratory

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Preparatory

Standards and competencies used in this curriculum framework: Family & Consumer Sciences National Standards and Washington State S.T.A.R.S. Competencies  
Broad Content Standard: Parenting 15 .0 – Evaluate the impact of parenting roles and responsibilities on strengthening the well being of individuals and families

Performance Task/ Assessments	Standards & Competencies (Exploratory = pre- industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Local District Goals	Estimated hours of student learning time	Relevance to Work Washington State Goal 4
<p><i>Ages and Stages Project:</i> Students will create visual projects which analyze children's growth and development. Demonstration of knowledge of multi cultural background will be shown by creating a daycare floor plan illustrating inclusions of cultures in each activity area.</p> <p>Participation in FCCLA project activities may be used as assessment:</p> <ul style="list-style-type: none"> <li>Families First</li> </ul>	<p><b>Standards:</b> 4.2 Analyze developmentally appropriate practices to plan for early childhood, education and services. 4.3 Demonstrate integration of curriculum and instruction to meet children developmental needs and interests.</p> <p><b>S.T.A.R.S Competencies Crosswalk:</b></p> <p><b>Module 1, 2, 3:</b></p> <p><i>Ages and Stages 1</i> Demonstrate knowledge of age and culturally appropriate expectations</p> <p><i>Ages and Stages 2</i> Demonstrate knowledge that children learn through play and active involvement in their environment.</p>	<p><b>NOTE:</b> <i>Whereas all EALR's are reinforced by the curriculum, the following are taught and assessed.</i></p> <p><b>Writing:</b> 2.3 Write in a variety of forms.</p> <p><b>Reading:</b> 3.2 Read to perform a task.</p> <p><b>Communication:</b> 2.2 Develop content and ideas.</p>	<p><b>NOTE:</b> <i>Whereas all Thinking Skills are reinforced by the curriculum, the following are taught and assessed.</i></p> <p>Originality</p> <p>Analysis</p> <p>Inference</p> <p>Point of View</p> <p>Decision making</p> <p>Elaboration</p>	<p><b>Core Skills:</b></p> <p>1.2 The student will identify and analyze the characteristics of family, community, business, and industry leaders.</p> <p>2.4 The student will demonstrate skills that assist in understanding and accepting responsibility to family, community, and business and industry.</p> <p>3.2 The student will demonstrate social responsibility in family, community, and business and industry.</p>	<p><b>Interpersonal:</b></p> <p>Participates as a member of a team.</p> <p>Exercises leadership</p> <p><b>Information:</b></p> <p>Acquires and evaluates information</p> <p>Organizes and maintains information</p> <p>Interprets and communicates information</p>	<p>The district is organized to ensure each student learns to high standards.</p> <p>Partnerships result in students learning to high standards.</p>	25 hours	<p>Parenting responsibilities include:</p> <ul style="list-style-type: none"> <li>Appreciate diversity in families.</li> <li>Continuous analysis of roles, responsibilities and actions over the child's lifetime.</li> <li>Balancing work and family.</li> </ul> <p>.</p> <p>Productive employees:</p> <ul style="list-style-type: none"> <li>Appreciate diversity in the workplace.</li> <li>Identify his/her personal role in the workforce.</li> <li>Balance work and family.</li> </ul>

				<b>FCCLA Activity:</b>  Families First <ul style="list-style-type: none"> <li>Balancing Family and Career</li> </ul>				
<p><i>Parenting Practices Presentation:</i> Working in groups, students will research a variety of topics/issues related to positive parenting practices. Observation and assessment of guidance techniques which demonstrates appropriate responses to a variety of behaviors.</p> <p>Participation in FCCLA project activities may be used as assessment:</p> <ul style="list-style-type: none"> <li>Families First</li> <li>STAR Event</li> </ul> <p><i>Careers Project:</i> Students will analyze three careers from the health and human services career pathway. Through investigation and/or research, students will write a summary that compares and contrasts educational training, employability outlook, job description, and wages for each career in relation to their personal needs and desires.</p>	<p><b>Standards:</b> 4.5 Demonstrate techniques with positive collaborative relationships with children.</p> <p><b>S.T.A.R.S Competencies Crosswalk:</b></p> <p><b>Module 4,5,6:</b></p> <p><i>Communication 1</i> Understand the importance of and demonstrate the ability to use positive communication skills.</p> <p><i>Communication 2</i> Demonstrate knowledge of how the use of positive communication skills can influence a child's behavior.</p> <p><i>Communication 4</i> Demonstrate techniques that promote positive behaviors in children.</p> <p><i>Communication 7</i> Demonstrate knowledge of conflict resolution.</p> <p><b>Standards:</b> 4.6 Demonstrate professional practices and standards related to working with children.</p> <p><b>Module 10:</b></p> <p><i>Professional 1</i> Demonstrate an understanding of licensing standards.</p> <p><i>Professionalism 2</i> Demonstrate an understanding of the importance of working with parents as partners.</p>	<p>Reading;</p> <p>2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas.</p> <p>3.1 Read to learn new information.</p> <p>3.3 Read for career applications</p> <p>Communication:</p> <p>3.1 Use language to interact effectively and responsibly with others.</p> <p>3.2 Work cooperatively as a member of a group.</p> <p>Writing:</p> <p>2.3 Write in a variety of forms.</p>	<p>Contrast &amp; Comparison</p> <p>Cause &amp; Effect</p> <p>Point of View</p> <p>Evaluation</p> <p>Detect bias</p> <p>Reasoning</p>	<p><b>Core Skills:</b></p> <p>1.2 The student will identify and analyze the characteristics of family, community, business, and industry leaders.</p> <p>2.4 The student will demonstrate skills that assist in understanding and accepting responsibility to family, community, and business and industry.</p> <p>3.2 The student will demonstrate social responsibility in family, community, and business and industry.</p> <p><b>FCCLA Activity:</b></p> <p>Families First</p> <ul style="list-style-type: none"> <li>Meet the Challenge</li> </ul> <p><b>Core Skills:</b></p> <p>1.3 The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understands how to apply those skills.</p>	<p><b>Interpersonal:</b></p> <p>Participates as a member of a team.</p> <p>Exercises leadership</p> <p><b>Technology:</b></p> <p>Selects and applies technology to task</p> <p><b>Information:</b></p> <p>Acquires and evaluates information</p> <p>Organizes and maintains information</p> <p>Interprets and communicates information</p> <p>Uses computers to process information</p>	<p>The district is organized to ensure each student learns to high standards.</p> <p>Partnerships result in students learning to high standards.</p>	<p>30 hours</p>	<p>Parenting responsibilities include:</p> <ul style="list-style-type: none"> <li>Continual assessment of their own parenting practices in relationship to the growth and development of their children.</li> <li>Selecting care and services for their children.</li> <li>Using communication strategies that promote positive self-esteem in family members.</li> </ul> <p>Productive employees:</p> <ul style="list-style-type: none"> <li>Apply communication strategies</li> <li>Analyze and solve workplace problems</li> </ul>

<p><i>Safety Project::</i> Students will demonstrate knowledge of safety procedures and accident prevention through a visual project. Demonstrate competencies of child care safety procedures.</p> <p><i>Clean and Health Project:</i> Students will complete to standard assessments of safe handling techniques for children and food..</p> <p><i>Community Resource Directory Project:</i> Students will review current laws and policies related to parenting. They will then create a community resource directory for parents, which includes information on available external support systems and a brief summary of the services they provide. The directory will be distributed within the community.</p> <p><i>Personal Representation Project:</i> Students will individually develop a project depicting external support services they personally see as providing positive support and impact for families. A variety of different approaches/formats may be used for the external support systems representation/ depiction.</p>	<p><b>Standards:</b> <b>4.4</b> Demonstrate safe and health learning environment for children.</p> <p><b>Module 7,8</b> <i>Clean and Healthy 1</i> Show proper procedures...</p> <p><i>Feeding and Care 2</i> Demonstrate proper food handling.</p> <p><i>Feeding and Care 3</i> Demonstrate knowledge related to medication management.</p> <p><b>Standards:</b> <b>15.3 Evaluate external support systems that provide services for parents.</b></p> <p>15.3.1 Assess community resources and services available to families.</p> <p>15.3.3 Review current laws and policies related to parenting.</p> <p><b>S.T.A.R.S Competencies Crosswalk:</b></p> <p><b>Module 9</b> <i>Safety 1</i> Demonstrate knowledge of child abuse indicators and mandatory reporting procedures.</p> <p><b>Module 10</b> <i>Professionalism 1</i> Demonstrate an understanding of licensing standards.</p>	<p><b>Reading:</b> 3.1 Read to learn new information.</p> <p><b>Communications:</b> 4.4 Analyze how communication is used in career settings.</p> <p><b>Writing:</b> 2.2 Write for different purposes. 2.4 Write for career applications.</p>	<p>Evaluation</p> <p>Originality</p> <p>Finding Evidence</p> <p>Summary</p> <p>Inference</p> <p>Inquisitiveness</p> <p>Fact/opinion</p>	<p><b>Core Skills:</b></p> <p>1.1 The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (work-related) experiences.</p> <p>2.4 The student will demonstrate skills that assist in understanding and accepting responsibility to family, community, and business and industry..</p> <p>3.3 The student will demonstrate their understanding of their role and participate and evaluate in community service and service learning.</p> <p><b>FCCLA Activity:</b></p> <ul style="list-style-type: none"> <li>Community Service</li> <li>Families First</li> <li>Meet the Challenge</li> </ul>	<p><b>Interpersonal:</b></p> <p>Exercises leadership</p> <p><b>Systems:</b></p> <p>Understands systems – knows how social, organizational, and technological systems work and operates effectively with them.</p> <p><b>Information:</b></p> <p>Acquires and evaluates information</p> <p>Organizes and maintains information</p> <p>Interprets and communicates information</p>	<p>The district is organized to ensure each student learns to high standards.</p> <p>Partnerships result in students learning to high standards.</p>	<p>35 hours</p>	<p>Parenting responsibilities include:</p> <ul style="list-style-type: none"> <li>Utilizing community resources and services as needed and in an appropriate manner.</li> </ul> <p>Productive employees:</p> <ul style="list-style-type: none"> <li>Demonstrate professionalism in the work setting, e.g., customer service, teamwork, positive attitude, etc.</li> </ul>
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