

Framework

CIP Code: 190701

Total Framework Hours: 90

Course: Human Development

Exploratory: ☒ **Preparatory:** ☐

COMPONENTS AND COMPETENCIES

Important note to districts: The words printed in blue are highlighted in order to bring attention to the concepts that insure this course will help students analyze factors that impact human growth and development across the life span, rather than just the early years. Please monitor and adjust instruction to meet this goal. In addition, in this course include one major activity or assessment that addresses the affect of change in the family (e.g., moving to a new location, loss or addition of a family member, significant difference in financial conditions) on human growth and development across the lifespan.

Performance Assessment:

Working in teams, students will create a written product for specified audiences. Each team will create a product and adapt it for each of three lifespan stages (prenatal, infancy, childhood, adolescence, adulthood). By examining and analyzing the principles of human growth and development and their interrelationship, they will determine age appropriate activities to be included. The product will be created using available technology.

Suggestions:

- What to expect from your: Toddler, Adolescent, Aging Parent
- Guidelines for checking the health of your: Infant, School Age Child, Grandparent
- Spending Time Together – Fun Activities for the Entire Family – Toddler, Adolescent, Middle Adulthood

Suggested FCCLA program activity used in class as the assessment format: Power of One, STAR Event

STANDARDS AND COMPETENCIES

Standard: 12.1 Analyze principles of human growth and development across the life span.

“Across the life span” denotes prenatal development through late adulthood.

STARS Modules may be added to this framework when focusing on issues related to infancy and early childhood. Districts should take care to not devote an unbalanced amount of time and energy to infancy and early childhood development at the expense of the rest of the lifespan. See STARS placement recommendations at the end of the framework.

Total Learning Hours for Standard:

Competency		Competency Description	
12.1.1		Examine physical, emotional, social, and intellectual development	
12.1.2		Examine interrelationships among physical, social, emotional, and intellectual aspects of human growth and development	
EALRs or GLEs (Taught & Assessed in Standards)			
NOTE: Whereas all EALR's are reinforced by the curriculum, the following are taught and assessed:			
Writing		Writing	
1.1	Develop concept and design	3.0	Uses the steps of the writing process
3.2	Draft	3.3	Revise
3.4	Edit	3.5	Publish
Communications		Reading	
3.3	Seek agreement and solutions through discussion.		
Science		Science	

	Art		Health and Fitness
SKILLS			
Leadership: Core Skills: 1.1 The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (work-related) experiences. 1.2 The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understands how to apply those 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: <i>Information:</i> A. Acquires and Evaluates Information B. Organizes Information C. Interprets and Communicates Information <i>Interpersonal:</i> A. Participates as a member of a team B. Exercises Leadership <i>Technology:</i> A. Selects Technology – chooses procedures, tools, or equipment including computers and related technologies B. Applies Technology to Task – understands overall intent and proper procedures for setup and operation of equipment			
Analytical, Logical & Creative Thinking: Note: Whereas all Thinking Skills are reinforced by the curriculum, the following are taught and assessed: <ul style="list-style-type: none"> • Sequence • Analysis • Decision Making • Originality 			
Relevance to Work: Family Members: Continually learn about principles of human growth and development and make related decisions. Employees: Apply observation skills in a variety of settings , e.g., child care center, elementary school classroom, high school sporting event , book club , adult care facility . Make recommendations based on observations and information. Meet to discuss business goals and produce resources for caregivers at all life stages .			

Performance Assessments:

Based on analysis and investigation of heredity, environment, ethnicity and culture; and taking into consideration social, economic and technical forces, students will discuss selected case study scenarios and make recommendations for action plans.

After acquiring knowledge from videos, guest speakers, teacher presentations, and group discussions, students will:

- Use reasoning, decision-making and problem-solving skills to analyze scenarios and case studies. These scenarios and case studies can include a change in conditions that would affect growth and development.
- Develop presentations to educate peers on prenatal care, birth defects or factors that influence aging. [Describe how the topic selected affects individual](#)

[development throughout the lifespan.](#)

Suggested FCCLA program activity used in class as the assessment format:

- STAR Event
- Power of One

STANDARDS AND COMPETENCIES

Standard: 12.2 Analyze conditions that influence human growth and development. **Total Learning Hours for Standard: 30**

Competency	Competency Description
12.1.1	Investigate impact of heredity and environment on human growth and development. (Explore topics such as prenatal testing and counseling, prenatal care, genetic abnormalities)
12.2.2	Examine interrelationships among physical, social, emotional, and intellectual aspects of human growth and development. (Explore topics such as ADD/ADHD, FAS, giftedness throughout lifespan)
12.2.3	Examine the effects of gender, ethnicity and culture on individual development. (Explore topics such as cultural perspectives on language development & use, physical size, independence, nurturing, communication, family responsibility)
12.2.4	Examine the effects of life events on individuals' physical and emotional development. (Explore topics such as marriage, divorce, childbearing, parenting, family life cycle, lifestyles, poverty/welfare/wealth, health care, school, work, peers, stress/coping, retirement, birth/death, family relationships)

EALRs or GLEs (Taught & Assessed in Standards)

Reading		Reading	
2.1	Comprehend important ideas and details.	2.2	Expand comprehension by analyzing, interpreting and synthesizing information and ideas.
Communications		Communications	
1.2	Comprehend important ideas and details.	3.1	
Social Studies – Civics		Science	
3.1	Identify and examine people's interaction with and impact on the environment.		
Art		Health and Fitness	

SKILLS

Leadership:

Core Skills:

- 1.5 Identify and examine people's interaction with and impact on the environment.
- 2.2 The student will demonstrate knowledge of conflict resolution and challenge management.
- 3.6 The student will understand the importance of and utilize the components and structure of community-based organizations.

FCCLA Activity:

STAR Event – Illustrated Talk, Focus on Children, Interpersonal Communication

Power of One, Financial Fitness, Families First

Employability:

Interpersonal:

- Exercises Leadership – communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies
- Negotiates – works toward agreements involving exchange of resources, resolves divergent interests

Analytical, Logical & Creative Thinking:

- Analysis

- Reasoning
- Problem Solving
- Decision Making
- Originality

Relevance to Work:

Family Members

Continually learn about conditions of human development and make related decisions

Employees

Apply observation skills in a [variety of settings](#):

- Conduct interviews of community resources personnel
- Serve as a [child/adolescent/elder](#) advocate; work with parents to write a parenting plan, [and with adults to write a care for your parents plan](#)
- Examine and analyze data
- Give oral presentations
- Work cooperatively with workplace colleagues
- Make recommendations based on observations and information
- Develop strategic action plans

Performance Assessments:

BY examining the roles of nurturing, communication and support systems, teams of students will use the planning process for problem solving and decision-making and sponsor an activity event [that meets the needs of at least three](#) targeted age groups. Student teams will provide a safe environment, organized activities and take-home tips or resource list appropriate for the targeted age group.

[Suggestions:](#)

- [Bringing families together for ...a local event/holiday](#)
- [Grandparent volunteers working with children & youth for a holiday event](#)
- [Youth \(school aged and adolescent\) doing activities with residents of a nursing home.](#)

Suggested FCCLA program activity used in class as the assessment format:

- Families First
- Dynamic Leadership

STANDARDS AND COMPETENCIES

Standard: 12.3 Analyze strategies that promote growth and development across the life span.

Total Learning Hours for Standard: 20

Competency	Competency Description
12.3.1	Examine the role of nurturance on human growth and development (Explore topics such as encouragement/acknowledgement, cultural variations on nurturance)
12.3.2	Examine the role of communication on human growth and development. (Explore topics such as socialization methods, language acquisition)
12.3.3	Examine the role of support systems in meeting human growth and development needs. (Explore topics such as family and community support, public policy, advocacy)

EALRs or GLEs (Taught & Assessed in Standards)

Communications		Communications	
2.1	Communicate clearly to a range of audiences for different purposes	3.2	Work cooperatively as member of group

Math		Science	
Health and Fitness		Reading	
2.1	Recognize patterns of growth and development		
SKILLS			
Leadership: Core Skills: 1.4 The student will apply leadership skills in real-world, family, community, and business and industry applications. 2.4 The student will demonstrate skills that assist in understanding and accepting responsibility to family, community, and business and industry. 2.6 The student will use knowledge, build interest, guide and influence decisions, organize efforts, and involve members of a group to assure that a pre-planned group activity is completed. 3.3 The student will understand their role, participate in and evaluate community service and service learning activities.			
FCCLA Activity: Families First, Dynamic Leadership			
Employability: <i>Interpersonal</i> <ul style="list-style-type: none"> • Works with diversity <i>Resources</i> <ul style="list-style-type: none"> • Time • Money • Materials and Facilities • Human Resources 			
Analytical, Logical & Creative Thinking: <ul style="list-style-type: none"> • Decision Making • Goal Setting • Prediction • Evaluate • Flexibility 			
Relevance to Work: Family Members <ul style="list-style-type: none"> • Choose care options for family members at various stages of the life span. Employees <ul style="list-style-type: none"> • Examine licensing standards for childcare, workplace and adult care facility. • Understand and practice working with families as partners. • Understand professionalism as it relates to health and human services. • Develop/possess community awareness and use this awareness of resources to advantage. 			

Performance Assessments:

Students will select two careers from the health and human services career pathway. 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 selection paper summarizing the information and analyzing it in relation to their personal needs and desires.

Suggested FCCLA program activity used in class as the assessment format:

- Career Connections – Career in a Box activity
- Power of One
- STAR Event

STANDARDS AND COMPETENCIES

Standard: 1.2 Demonstrate transferable and employability skills in community and workplace settings.

Total Learning Hours for Standard: 10

Competency	Competency Description
1.2.1	Examine potential career choices to determine the knowledge, skills and attitudes associated with each.
7.1	Analyze career paths within family and community services.

EALRs or GLEs (Taught & Assessed in Standards)

Writing		Writing	
2.3	Write in a variety of forms, including narratives, journals, poems, essays, stories, research reports, and technical writing.	2.4	Write for career applications.
Reading		Reading	
2.2	Expand comprehension by analyzing, interpreting, and synthesizing information and ideas.	3.4	Read for career applications.
Communications		Math	
4.4	Analyze how communication is used in career settings.		
Art		Health and Fitness	
3.2	Use the arts to communicate for a specific purpose.		

SKILLS

Leadership:

Core Skills:

1.4 The student will apply leadership skills in real-world, family, community, and business and industry applications.

1.5 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.

FCCLA Activity:

Careers Connections

- Plug It In
- Sign On

Power of One

- Working on Working

STAR Events:

- Illustrated Talk
- Job Interview
- Leaders at Work
- Career Investigations

Employability:

Interpersonal

- Works with diversity – works well with men and women of diverse backgrounds

Information

- Acquires and Evaluates Information
- Organizes and Maintains Information
- Uses Computers to Process Information

Systems

- Understands Systems – knows how social, organizational, and technological systems work and operates effectively with them.

Technology

- Selects Technology – Chooses procedures, tools, or equipment including computers and related technologies

Analytical, Logical & Creative Thinking:

- Compare and Contrast
- Fact and Opinion
- Point of View
- Problem Solving
- Decision Making
- Originality
- Inquisitiveness

Relevance to Work:**Family Members:**

Analyze their needs and wants in relation to their career choices.

Employees:

Analyze their needs and wants in relation to their career changes.

STARS modules may be added to this framework when focusing on issues related to infancy and early childhood. One should take care to not devote an unbalanced amount of time and energy to infancy and early childhood development at the expense of the rest of the lifespan. When adding STARS modules, the following placement is appropriate:

Performance Assessment:**STANDARDS AND COMPETENCIES**

Standard: 12.1 Analyze principles of human growth and development across the life span.

Total Learning Hours for Standard:

Competency	Competency Description
12.1.1	Examine physical, emotional, social, and intellectual development.
12.1.2	Examine interrelationships among physical, social, emotional, and intellectual aspects of human growth and development.

S.T.A.R.S Crosswalk:**Module 1**

Ages & Stages 1 - Demonstrate knowledge of age and culturally appropriate expectations.

Module 2

Learning through Play 2 – Demonstrate knowledge that children learn through play and active involvement in their environment.

Module 3

Planning Activities Based on Children's Needs 3 – Demonstrate knowledge of planning activities based on the needs of children.			
<i>EALRs or GLEs (Taught & Assessed in Standards)</i>			
Math		Writing	
Reading		Communications	
Science		Social Studies	
Art		Health and Fitness	
<i>SKILLS</i>			
Leadership:			
Employability:			
Analytical, Logical & Creative Thinking:			
Relevance to Work:			

Performance Assessments:		
STANDARDS AND COMPETENCIES		
Standard: 12.2 Analyze conditions that influence human growth and development.		Total Learning Hours for Standard:
Competency	Competency Description	
12.2.5	Investigate impact of heredity and environment on human growth and development.	
12.2.6	Examine interrelationships among physical, social, emotional, and intellectual aspects of human growth and development.	
12.2.7	Examine the effects of gender, ethnicity and culture on individual development.	
12.2.8	Examine the effects of life events on individuals' physical and emotional development.	
S.T.A.R.S Crosswalk:		
Module 1		
Demonstrate knowledge of age and culturally appropriate expectations.		
Module 2		
Demonstrate knowledge that children learn through play and active involvement in their environment.		
Module 3		
Demonstrate knowledge of planning activities based on the needs of children.		
Module 4		
Demonstrate knowledge of factors that may influence a child's behavior.		
Module 5		
Identify culturally relevant community resources to assist in working with a child who exhibits challenging behavior.		
Module 6		

Child Guidance 1

Demonstrate factors that may influence a child's behavior.

Child Guidance 2

Identify culturally relevant community resources to assist in working with a child who exhibits challenging behavior.

EALRs or GLEs (Taught & Assessed in Standards)

Math		Writing	
Reading		Communications	
Science		Social Studies	
Art		Health and Fitness	

SKILLS

Leadership:

Employability:

Analytical, Logical & Creative Thinking:

Relevance to Work:

Performance Assessments:

STANDARDS AND COMPETENCIES

Standard: 2.3 Analyze strategies that promote growth and development across the life span.

Total Learning Hours for Standard:

Competency	Competency Description
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.

S.T.A.R.S Crosswalk:

Module 2

Learning to Play 2 – Demonstrate knowledge that children can learn through play and active involvement in their environment.

Module 6

Show proper hand washing, diapering/toileting and routine disinfecting

Module 7

Clean & Healthy 1

Show proper hand washing, diapering/toileting and routine disinfecting...

Clean & Healthy 2

Demonstrate proper food handling.

Clean & Healthy 3

Licensing regulations relate to medication management.

Clean & Healthy 4

List 5 community resources for children with special needs.

Module 8

Safety 1

Demonstrate knowledge of child abuse indicators and mandatory reporting procedures.

Demonstrate knowledge of safety procedures and accident prevention.

EALRs or GLEs (Taught & Assessed in Standards)

Math

Writing

Reading

Communications

Science

Social Studies

Art

Health and Fitness

SKILLS

Leadership:

Employability:

Analytical, Logical & Creative Thinking:

Relevance to Work:

Performance Assessment:

STANDARDS AND COMPETENCIES

Standard:

Total Learning Hours for Standard:

Competency

Competency Description

<i>EALRs or GLEs (Taught & Assessed in Standards)</i>	
Math	Writing
Reading	Communications
Science	Social Studies
Art	Health and Fitness
<i>SKILLS</i>	
Leadership:	
Employability:	
Analytical, Logical & Creative Thinking:	
Relevance to Work:	

Performance Assessments:		
<i>STANDARDS AND COMPETENCIES</i>		
Standard:		Total Learning Hours for Standard:
Competency	Competency Description	

EALRs or GLEs (Taught & Assessed in Standards)			
Math		Writing	
Reading		Communications	
Science		Social Studies	
Art		Health and Fitness	
SKILLS			
Leadership:			
Employability:			
Analytical, Logical & Creative Thinking:			
Relevance to Work:			

Performance Assessments:		
<i>STANDARDS AND COMPETENCIES</i>		
Standard:		Total Learning Hours for Standard:
Competency	Competency Description	

<i>EALRs or GLEs (Taught & Assessed in Standards)</i>	
Math	Writing
Reading	Communications
Science	Social Studies
Art	Health and Fitness
<i>SKILLS</i>	
Leadership:	
Employability:	
Analytical, Logical & Creative Thinking:	
Relevance to Work:	

Performance Assessments:	
<i>STANDARDS AND COMPETENCIES</i>	
Standard:	Total Learning Hours for Standard:
Competency	Competency Description

<i>EALRs or GLEs (Taught & Assessed in Standards)</i>	
Math	Writing
Reading	Communications
Science	Social Studies
Art	Health and Fitness
<i>SKILLS</i>	
Leadership:	
Employability:	
Analytical, Logical & Creative Thinking:	
Relevance to Work:	

Performance Assessments:	
<i>STANDARDS AND COMPETENCIES</i>	
Standard:	Total Learning Hours for Standard:
Competency	Competency Description

EALRs or GLEs (Taught & Assessed in Standards)			
Math		Writing	
Reading		Communications	
Science		Social Studies	
Art		Health and Fitness	
SKILLS			
Leadership:			
Employability:			
Analytical, Logical & Creative Thinking:			
Relevance to Work:			

Performance Assessments:		
<i>STANDARDS AND COMPETENCIES</i>		
Standard:		Total Learning Hours for Standard:
Competency	Competency Description	

<i>EALRs or GLEs (Taught & Assessed in Standards)</i>			
Math		Writing	
Reading		Communications	
Science		Social Studies	
Art		Health and Fitness	
<i>SKILLS</i>			
Leadership:			
Employability:			
Analytical, Logical & Creative Thinking:			
Relevance to Work:			

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EALRs or GLEs (Taught & Assessed in Standards)			
Math		Writing	
Reading		Communications	
Science		Social Studies	
Art		Health and Fitness	
SKILLS			
Leadership:			
Employability:			
Analytical, Logical & Creative Thinking:			
Relevance to Work:			

Performance Assessments:		
<i>STANDARDS AND COMPETENCIES</i>		
Standard:		Total Learning Hours for Standard:
Competency	Competency Description	

EALRs or GLEs (Taught & Assessed in Standards)			
Math		Writing	
Reading		Communications	
Science		Social Studies	
Art		Health and Fitness	
SKILLS			
Leadership:			
Employability:			
Analytical, Logical & Creative Thinking:			
Relevance to Work:			

Performance Assessments:		
<i>STANDARDS AND COMPETENCIES</i>		
Standard:		Total Learning Hours for Standard:
Competency	Competency Description	

<i>EALRs or GLEs (Taught & Assessed in Standards)</i>	
Math	Writing
Reading	Communications
Science	Social Studies
Art	Health and Fitness
<i>SKILLS</i>	
Leadership:	
Employability:	
Analytical, Logical & Creative Thinking:	
Relevance to Work:	

Performance Assessments:	
<i>STANDARDS AND COMPETENCIES</i>	
Standard:	Total Learning Hours for Standard:
Competency	Competency Description

<i>EALRs or GLEs (Taught & Assessed in Standards)</i>	
Math	Writing
Reading	Communications
Science	Social Studies
Art	Health and Fitness
<i>SKILLS</i>	
Leadership:	
Employability:	
Analytical, Logical & Creative Thinking:	
Relevance to Work:	

Performance Assessments:	
<i>STANDARDS AND COMPETENCIES</i>	
Standard:	Total Learning Hours for Standard:
Competency	Competency Description

EALRs or GLEs (Taught & Assessed in Standards)			
Math		Writing	
Reading		Communications	
Science		Social Studies	
Art		Health and Fitness	
SKILLS			
Leadership:			
Employability:			
Analytical, Logical & Creative Thinking:			
Relevance to Work:			

Performance Assessments:		
<i>STANDARDS AND COMPETENCIES</i>		
Standard:		Total Learning Hours for Standard:
Competency	Competency Description	

<i>EALRs or GLEs (Taught & Assessed in Standards)</i>	
Math	Writing
Reading	Communications
Science	Social Studies
Art	Health and Fitness
<i>SKILLS</i>	
Leadership:	
Employability:	
Analytical, Logical & Creative Thinking:	
Relevance to Work:	

Performance Assessments:		
<i>STANDARDS AND COMPETENCIES</i>		
Standard:		Total Learning Hours for Standard:
Competency	Competency Description	

<i>EALRs or GLEs (Taught & Assessed in Standards)</i>	
Math	Writing
Reading	Communications
Science	Social Studies
Art	Health and Fitness
<i>SKILLS</i>	
Leadership:	
Employability:	
Analytical, Logical & Creative Thinking:	
Relevance to Work:	

Performance Assessments:	
<i>STANDARDS AND COMPETENCIES</i>	
Standard:	Total Learning Hours for Standard:
Competency	Competency Description

EALRs or GLEs (Taught & Assessed in Standards)			
Math		Writing	
Reading		Communications	
Science		Social Studies	
Art		Health and Fitness	
SKILLS			
Leadership:			
Employability:			
Analytical, Logical & Creative Thinking:			
Relevance to Work:			

Performance Assessments:		
<i>STANDARDS AND COMPETENCIES</i>		
Standard:		Total Learning Hours for Standard:
Competency	Competency Description	

<i>EALRs or GLEs (Taught & Assessed in Standards)</i>	
Math	Writing
Reading	Communications
Science	Social Studies
Art	Health and Fitness
<i>SKILLS</i>	
Leadership:	
Employability:	
Analytical, Logical & Creative Thinking:	
Relevance to Work:	

Performance Assessments:	
<i>STANDARDS AND COMPETENCIES</i>	
Standard:	Total Learning Hours for Standard:
Competency	Competency Description

<i>EALRs or GLEs (Taught & Assessed in Standards)</i>	
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Science	Social Studies
Art	Health and Fitness
<i>SKILLS</i>	
Leadership:	
Employability:	
Analytical, Logical & Creative Thinking:	
Relevance to Work:	

Performance Assessments:	
<i>STANDARDS AND COMPETENCIES</i>	
Standard:	Total Learning Hours for Standard:
Competency	Competency Description

EALRs or GLEs (Taught & Assessed in Standards)			
Math		Writing	
Reading		Communications	
Science		Social Studies	
Art		Health and Fitness	
SKILLS			
Leadership:			
Employability:			
Analytical, Logical & Creative Thinking:			
Relevance to Work:			

Performance Assessments:		
<i>STANDARDS AND COMPETENCIES</i>		
Standard:		Total Learning Hours for Standard:
Competency	Competency Description	

<i>EALRs or GLEs (Taught & Assessed in Standards)</i>	
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<i>SKILLS</i>	
Leadership:	
Employability:	
Analytical, Logical & Creative Thinking:	
Relevance to Work:	

Performance Assessments:	
<i>STANDARDS AND COMPETENCIES</i>	
Standard:	Total Learning Hours for Standard:
Competency	Competency Description

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<i>SKILLS</i>	
Leadership:	
Employability:	
Analytical, Logical & Creative Thinking:	
Relevance to Work:	

Performance Assessments:	
<i>STANDARDS AND COMPETENCIES</i>	
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EALRs or GLEs (Taught & Assessed in Standards)			
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Reading		Communications	
Science		Social Studies	
Art		Health and Fitness	
SKILLS			
Leadership:			
Employability:			
Analytical, Logical & Creative Thinking:			
Relevance to Work:			

Performance Assessments:		
<i>STANDARDS AND COMPETENCIES</i>		
Standard:		Total Learning Hours for Standard:
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<i>EALRs or GLEs (Taught & Assessed in Standards)</i>	
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Reading	Communications
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<i>SKILLS</i>	
Leadership:	
Employability:	
Analytical, Logical & Creative Thinking:	
Relevance to Work:	

Performance Assessments:		
<i>STANDARDS AND COMPETENCIES</i>		
Standard:		Total Learning Hours for Standard:
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EALRs or GLEs (Taught & Assessed in Standards)			
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Reading		Communications	
Science		Social Studies	
Art		Health and Fitness	
SKILLS			
Leadership:			
Employability:			
Analytical, Logical & Creative Thinking:			
Relevance to Work:			

Performance Assessments:		
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Science		Social Studies	
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SKILLS			
Leadership:			
Employability:			
Analytical, Logical & Creative Thinking:			
Relevance to Work:			

Performance Assessments:		
<i>STANDARDS AND COMPETENCIES</i>		
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Reading	Communications
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<i>SKILLS</i>	
Leadership:	
Employability:	
Analytical, Logical & Creative Thinking:	
Relevance to Work:	

Performance Assessments:	
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Reading	Communications
Science	Social Studies
Art	Health and Fitness
<i>SKILLS</i>	
Leadership:	
Employability:	
Analytical, Logical & Creative Thinking:	
Relevance to Work:	

Performance Assessments:	
<i>STANDARDS AND COMPETENCIES</i>	
Standard:	Total Learning Hours for Standard:
Competency	Competency Description

EALRs or GLEs (Taught & Assessed in Standards)			
Math		Writing	
Reading		Communications	
Science		Social Studies	
Art		Health and Fitness	
SKILLS			
Leadership:			
Employability:			
Analytical, Logical & Creative Thinking:			
Relevance to Work:			

Performance Assessments:		
<i>STANDARDS AND COMPETENCIES</i>		
Standard:		Total Learning Hours for Standard:
Competency	Competency Description	

<i>EALRs or GLEs (Taught & Assessed in Standards)</i>	
Math	Writing
Reading	Communications
Science	Social Studies
Art	Health and Fitness
<i>SKILLS</i>	
Leadership:	
Employability:	
Analytical, Logical & Creative Thinking:	
Relevance to Work:	

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