

Washington State GRADS Curriculum Framework

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Graduation, Reality and Dual-role Skills (GRADS) Curriculum Framework

Course: Dual Roles (being a student and a parent)	Total Framework Hours up to: 180-540
CIP Code: 190726 <input type="checkbox"/> Exploratory <input type="checkbox"/> Preparatory	Date Last Modified: 2011-12
Career Cluster: Human Services	Cluster Pathway: Consumer Services

COMPONENTS AND ASSESSMENTS

Unit 1 Roles and Responsibilities of Parenting

Performance Assessments:

- *Family Newsletter Project:* As a team, students will create a family newsletter, “Make Time for Family”, writing articles that examine, analyze and explain the roles, responsibilities, and expectations of parenting and the societal and cultural conditions that impact parenting.
- *Parenting Philosophy Project:* Students will produce a written project relating to the roles and responsibilities of parenting. It will include, but not be limited to, a log of caring activities, a personal parenting philosophy statement, a parenting style and discipline statement, and a collage reflecting the student as a parent.
- Participation in FCCLA project activities may be used as assessment:
 - Families First

Example Lesson: [Family Traditions Project](#); [Family Life Goals](#)

Leadership Alignment:

- 1.2 The student will identify and analyze the characteristics of family, community, business, and industry leaders.
- 2.4 The student will demonstrate skills that assist in understanding and accepting responsibility to family, community, and business and industry.
- 3.2 The student will demonstrate social responsibility in family, community, and business and industry.
- 3.3 The student will understand their role, participate in and evaluate community service and service learning activities.

FCCLA Activity:

- Families First
- Balancing Family and Career

Standards and Competencies

Standard/Unit:

15.1 Analyze roles and responsibilities of parenting

Competencies

Total Learning Hours for Unit: 20

- 15.1.1 Analyze parenting roles across the life span.
- 15.1.2 Analyze expectations and responsibilities of parenting.
- 15.1.4 Analyze societal conditions that impact parenting across the life span.
- 15.1.5 Explain cultural differences in roles and responsibilities of parenting.
- Module 4 Communication 1: Understand the importance of and demonstrate the ability to use positive communication skills.
- Module 10 Professionalism 2: Demonstrate an understanding of the importance of working with parents as partners.

Aligned Washington State Standards

Art	
Communications	1.2 Understands, analyzes, synthesizes, or evaluates information from a variety of sources (CCSS SL.1 Initiate and participate

	effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.)
Educational Technology	
Health and Fitness	
Math	
Reading	3.1 Read to learn new information (Common Core State Standards (CCSS) RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.)
Science	
Social Studies	1.4.1 Analyzes and evaluates ways of influencing local, state, and national governments to preserve individual rights and promote the common good.
	3.3 Examine cultural characteristics, transmission, diffusion, and interaction.
Writing	1.1 Prewrites to generate ideas and plan writing. (CCSS W.2 b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.)
	2.2 Writes for different purposes (CCSS W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.)
	2.4. Writes for career applications. (CCSS L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.)
	3.1 Develops ideas and organizes writing (CCSS W.2 a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.)
	3.2 Uses appropriate style CCSS W.1 d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.)
	3.3 Knows and applies writing conventions appropriate for the grade level (CCSS W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.)

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COMPONENTS AND ASSESSMENTS

Unit 2 Fatherhood

Performance Assessments:

- Students research and write about a national campaign to help fathers of all ages stay engaged with their families, such as President Obama's 2011 initiative to strengthen fathers and families or the President's Fatherhood Pledge found on www.fatherhood.gov.
- Students design and create posters to encourage fathers of all ages to stay connected with their family and be a great dad. The poster can be hung in the classroom and/or school.
- Participation in FCCLA project activities may be used as assessment:
 - Families First

Example Lesson: [Oreo Cookie Technique](#)

Leadership Alignment:

- 1.2 The student will identify and analyze the characteristics of family, community, business, and industry leaders.
- 2.4 The student will demonstrate skills that assist in understanding and accepting responsibility to family, community, and business and industry.
- 3.2 The student will demonstrate social responsibility in family, community, and business and industry.

FCCLA Activity:

- Families First
- Balancing Family and Career

Standards and Competencies

Standard/Unit:

15.1 Analyze roles and responsibilities of parenting

Competencies

Total Learning Hours for Unit: 20

- 15.1.1 Analyze parenting roles across the life span.
- 15.1.2 Analyze expectations and responsibilities of parenting.
- 15.1.4 Analyze societal conditions that impact parenting across the life span.
- 15.1.5 Explain cultural differences in roles and responsibilities of parenting.
- Module 4 Communication 1: Understand the importance of and demonstrate the ability to use positive communication skills.
- Module 10 Professionalism 2: Demonstrate an understanding of the importance of working with parents as partners.

Aligned Washington State Standards

Art	
Communications	1.2 Understands, analyzes, synthesizes, or evaluates information from a variety of sources (CCSS SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.)
Educational Technology	
Health and Fitness	
Geography	3.3 Examine cultural characteristics, transmission, diffusion, and interaction.
Reading	3.1 Read to learn new information (Common Core State Standards (CCSS) RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.)
Science	
Social Studies	
Writing	1.1 Prewrites to generate ideas and plan writing. (CCSS W.2 b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.) 2.2 Writes for different purposes (CCSS W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.) 3.1 Develops ideas and organizes writing (CCSS W.2 a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.) 3.3 Knows and applies writing conventions appropriate for the grade level (CCSS W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.)

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COMPONENTS AND ASSESSMENTS

Unit 3 Environment and Family Resources

Performance Assessments:

- Flyer Series Project: Students will create a series of flyers with tips to help families cope with the challenges they face. Topics will include, parenting practices

to maximize human growth and development, nurturing practices, communication strategies, impact of abuse on children and families and tips for selecting care and services for children. Flyers will be shared with a greater audience by placing them in community centers, libraries, YMCA's, grocery store bulletin boards, etc.

- Parenting Practices Presentation: Working in groups, students will research a variety of topics/issues related to positive parenting practices. Topics may include, but are not limited to human growth and development, reducing family health risks, and promoting health and safety in the family. Each group will develop a presentation which includes the use of supporting materials (e.g., visuals, printed handouts, etc.). The presentation of their finding will be made to a greater (i.e., beyond their classroom) audience.
- Participation in FCCLA project activities may be used as assessment:
- Families First
- STAR Event

Leadership Alignment:

- 1.2 The student will identify and analyze the characteristics of family, community, business, and industry leaders.
- 2.4 The student will demonstrate skills that assist in understanding and accepting responsibility to family, community, and business and industry.
- 3.2 The student will demonstrate social responsibility in family, community, and business and industry.
- 3.3 The student will understand their role, participate in and evaluate community service and service learning activities.

Standards and Competencies

Standard/Unit:

15.2 Evaluate parenting practices that maximize human growth and development.

Competencies

Total Learning Hours for Unit: 20

- 15.2.1 Choose nurturing practices that support human growth and development.
- 15.2.2 Apply communication strategies that promote positive self-esteem in family members.
- 15.2.3 Assess common practices and emerging research about discipline on human growth and development.
- 15.2.4 Assess the effect of abuse and neglect on children and families and determine methods for prevention.
- 15.2.5 Apply criteria for selecting care and services for children.
- Module 1 Ages & Stages 1: Demonstrate knowledge of age and culturally appropriate expectations.
- Module 1 Ages & Stages 2: Demonstrate knowledge that children learn through play and active involvement in their environment.
- Module 4 Communication 2: Demonstrate knowledge of how the use of positive communication skills can influence a child's behavior.

Aligned Washington State Standards

Art	
Communications	3.1. Uses knowledge of topic/theme, audience, and purpose to plan presentations. (Common Core State Standards (CCSS) SL.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.)
Educational Technology	1.0 Integration: Students use technology within all content areas to collaborate, communicate, generate innovative ideas, investigate and solve problems.
Health and Fitness	2.2 Understands stages of growth and development. 2.4 Acquires skills to live safely and reduce health risks. 3.3 Evaluates the impact of social skills on health.
Math	
Reading	1.0 The student understands and uses different skills and strategies to read. (CCSS RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.) 2.0 The student understands the meaning of what is read. 3.1 Read to learn new information. (CCSS RI.1 Cite strong and thorough textual evidence to support analysis of what the text says

	3.1.1	explicitly as well as inferences drawn from the text.) Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions. (CCSS RH/SS 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.)
	3.2	Read to perform a task
	3.3	Read for career applications
Science		
Social Studies	2.1	Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.
Writing	1.1	Prewrites to generate ideas and plan writing. (CCSS W.2 b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.)
	2.2	Writes for different purposes (CCSS W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.)
	2.4.	Writes for career applications. (CCSS L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.)
	3.1	Develops ideas and organizes writing (CCSS W.2 a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.)

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COMPONENTS AND ASSESSMENTS

Unit 4 Health, Safety, and Nutrition

Performance Assessments:

Assessing and managing available resources, such as technology, the student will produce an actual and written product for a specific audience that communicates clearly knowledge about nutrition topics. The student will use problem solving and decision making to develop concepts in the written product that will help individuals and families understand the cause and effect relationship of factors that maintain a healthy life.

Use the FCCLA Student Body Projects that explore psychological cultural and social influences related to food choices as the planning tool.

Example Lesson: [Early Learning and Development DEL](#) , [Healthy Nutrition Booklet](#)

Leadership Alignment:

Family, Career, and Community Leaders of America (FCCLA) program:
FCCLA Power of One

Standards and Competencies

Standard/Unit:

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

Competencies

Total Learning Hours for Unit: 35

- 14.1 Analyze factors that influence nutrition and wellness practices across the lifespan.
- 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 Washington State Standards		
Art		
Communications	2.0	The student uses communication skills and strategies to interact/work effectively with others. (CCSS SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.)
	3.0	The student uses communication skills and strategies to effectively present ideas and one's self in a variety of situations. (CCSS SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.)
Educational Technology		
Health and Fitness	1.0	The student acquires the knowledge and skills necessary to maintain an active life: Movement, physical fitness, and nutrition.
	2.0	The student acquires the knowledge and skills necessary to maintain a healthy life: Recognizes dimensions of health, recognizes stages of growth and development, reduces health risks, and lives safely.
	4.0	The student effectively analyzes personal information to develop individualized health and fitness plans.
Math		
Reading	2.3	Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text. (Common Core State Standards (CCSS) RI.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).
	2.3.2	Evaluate informational materials, including electronic sources, for effectiveness. (CCSS RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.)
	3.1	Read to learn new information. (CCSS RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.)
	3.1.1	Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions. (CCSS RH/SS 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.)
Science		
Social Studies		
Writing		Common Core State Standards (CCSS)- College and Career Readiness Anchor Standards for Writing, 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.)

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COMPONENTS AND ASSESSMENTS
<p>Unit 5 Career Exploration</p> <p>Performance Assessments:</p> <p>Students will develop a career portfolio including career and life-long goals, impact of the career on a family and specifics listed in the FCCLA Job Interview STAR Event guidelines.</p> <p>They will analyze strategies to manage multiple roles and responsibilities as they write for different audiences.</p> <p>Students will communicate effectively with a panel of mock interviewers, by using their language skills to interact, analyzing how communication skills impact career settings, and assessing their strengths and weaknesses.</p> <p>Example Lessons: Dress for Success; Applying for Jobs Presentation; Basic Career Success Skills Presentation, Appropriate Dress for a Job Interview</p>

Leadership Alignment:

Family, Career, and Community Leaders of America (FCCLA) program:
 Power of One: A Better You, Family Ties, Working on Working
 Career Connection Project
 Dynamic Leadership
 STAR Events: Job Interview, Applied Technology Career Investigation,
 Families First – Meet the Challenge Balancing Family and Career

Standards and Competencies**Standard/Unit:**

1.1 Analyze strategies to manage multiple individual, family, career and community roles and responsibilities (individual, family, career, community, and global).

Competencies**Total Learning Hours for Unit: 20**

- 1.1.3 Analyze ways that individual career goals can enhance the family’s capacity to meet goals for all family members.
- 1.1.4 Analyze potential effects of career path decisions on balancing work and family.
- 1.1.5 Define goals for life-long learning and leisure opportunities for all family members.
- 1.1.6 Develop a life plan, including pathways to acquiring the knowledge and skills needed to achieve individual, family and career goals

Aligned Washington State Standards

Art		
Communications	4.1	Assesses effectiveness of one's own and others' communication. (Common Core State Standards (CCSS) SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.)
Educational Technology		
Health and Fitness		
Math		
Reading		
Science		
Social Studies		
Writing	2.1	Write for different audiences. (CCSS SL.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.)
	2.4	Write for a career application (CCSS L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.)
	3.0	The student writes clearly and effectively. (CCSS L.1 b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.)

[Back to the top](#)**COMPONENTS AND ASSESSMENTS****Unit 6 Economic Independence****Performance Assessments:**

Students will analyze their long-term financial plans and goals by developing a financial portfolio. The portfolio will provide evidence of their ability to organize and interpret various checking, saving and investment options, apply concepts, and procedures from numbers sense, of ability to choose and maintain appropriate systems,

including balancing a check book, maintaining a savings plan, designing short and long term budgets and investigating and constructing at least one investment alternative. Finally, by analyzing the monetary system of the U.S., students will relay how their credit decisions and key life transitions will impact their financial plan. Suggested Planning and Assessment tool:

- FCCLA Financial Fitness

Leadership Alignment:

Family, Career and Community Leaders of America (FCCLA) program:

- Financial Fitness - Banking Basics, Cash Control, Financing Your Future
- Families First – Balancing Family and Career
- Power of One – A Better You, Working on Working

STAR Events – Illustrated Talk, Focus on Children

Standards and Competencies

Standard/Unit:

2.6 Demonstrate management of financial resources to meet the goals of individuals and families across the life span.

Competencies

Total Learning Hours for Unit: 20

- 2.6.1 Evaluate the need for personal and family financial planning.
- 2.6.2 Apply management principles to individuals and family financial practices.
- 2.6.3 Apply management principles to decisions about individuals and family insurance.
- 2.6.4 Evaluate personal and legal documents related to managing individual and family finances.

Aligned Washington State Standards

Art	
Communications	
Educational Technology	
Health and Fitness	
Math	A1.2.A A1.2.A Know the relationship between real numbers and the number line, and compare and order real numbers with and without the number line. (CCSS CC.9-12.N.RN.1 Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents.) A1.8.A A1.8.A Analyze a problem situation and represent it mathematically. (CCSS CC.9-12.A.SSE.1 Interpret expressions that represent a quantity in terms of its context. & CCSS CC.9-12.A.CED.1 Create equations and inequalities in one variable and use them to solve problems.)
Reading	2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in informational text. (Common Core State Standards (CCSS) RI.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). 3.1 Read to learn new information. (CCSS RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.)
Science	
Social Studies	
Writing	3.0 The student writes clearly and effectively. (CCSS L.1 b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.)

	<p>3.1 Develops ideas and organizes writing. (CCSS W.2 a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.)</p>
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COMPONENTS AND ASSESSMENTS	
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Unit 7 Child Care Learning Lab (Check the Early Childhood Ed Section)

Performance Assessments:

Teacher Observation: Meeting Child's Needs

Students are routinely observed nurturing children's self-esteem, promoting self-help skills, cooperation and independence, and optimizing learning by exhibiting respect for the child and his/her culture. Conversations include use of:

- Open ended questions
- Descriptive statements

Negotiation skill to encourage children to identify and express their feelings and opinions, choose their own activities and materials, help with tasks in the classroom, and develop skills in problem-solving and conflict resolution.

Leadership Alignment:

Group Skills

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

2.8 The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings

Community and Career Skills

3.1 The student will analyze the roles and responsibilities of citizenship

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

3.6 The student will understand the importance of and utilize the components and structure of community-based organizations

Standards and Competencies

Standard/Unit:

2 Meet Each Child's Individual Needs and Plan for Group Needs

Competencies

Total Learning Hours for Unit: 45

- SP2.01 The student will demonstrate knowledge of child growth and development
- SP2.02 The student will demonstrate knowledge of theories about development of self-concept
- SP2.03 The student will demonstrate knowledge of how cultures view self-esteem
- SP2.04 The student will understand research on temperament traits
- SP2.05 The student will be able to teach age-appropriate self-help skills
- SP2.06 The student will develop a relationship with children so that they can rely on the student for support and guidance
- SP2.07 The student will use positive methods of guidance that are individually and culturally appropriate
- SP2.08 The student will respond sensitively to differences in individual children's learning and personality styles
- SP2.09 Student will demonstrate knowledge of child growth and development
- SP2.10 Student will demonstrate knowledge of brain research
- SP2.11 Student will demonstrate knowledge of children's social interactions and group dynamics
- SP2.12 Student will help children communicate feelings and needs
- SP2.13 Student will use a variety of positive and age appropriate guidance techniques
- SP2.14 Student will facilitate the development of children's problem-solving skills
- SP2.15 Student will demonstrate knowledge of current research and theories on temperament, learning styles, multiple intelligences and brain development
- SP2.16 Student demonstrates knowledge of culturally diverse ways of communicating, including verbal and nonverbal interactions
- SP2.17 Student creates an environment that provides for the inclusion of all children, including children with disabilities, and children with diverse language,

socioeconomic and/or cultural backgrounds

- 4.2.3 Consider cultural and environmental influences when assessing children’s development
- 4.2.4 Determine special needs of children
- 4.3.4 Demonstrate a variety of teaching methods to meet individual needs of children
- 4.5.2 Demonstrate problem-solving skills with children
- 4.5.3 Demonstrate interpersonal skills that promote positive and productive relationships with children

Aligned Washington State Standards

Art	
Communications	1.2 Understands, analyzes, synthesizes, or evaluates information from a variety of sources. (Common Core State Standards (CCSS) SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.) (CCSS SL.1 c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.)
	2.1 Uses language to interact effectively and responsibly in a multicultural context. (CCSS SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.)
	2.2 Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems, and perform tasks.
	3.1 Uses knowledge of topic/theme, audience, and purpose to plan presentations. (CCSS SL.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.)
	CCSS SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.)
Educational Technology	
Health and Fitness	
Math	
Reading	
Science	
Social Studies	
Writing	1.1-1.5 Develop concept and design. Develop a topic or theme; organize written thought with a clear beginning, middle, and end; use transitional sentences and phrases to connect related ideas; write coherently and effectively. 1. The student understands and uses a writing process.
	2.3 Writes in a variety of forms/genres. CCSS W.1 d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.)
	3.2 Uses appropriate style. CCSS W.1 d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.)
	3.3 Knows and applies writing conventions appropriate for the grade level. (CCSS W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.)

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GRADS Curriculum Framework

Course: Consumer & Family Resources & Economic Independence	Total Framework Hours up to: 90
CIP Code: 190726/190401 <input type="checkbox"/> Exploratory <input type="checkbox"/> Preparatory	Date Last Modified: 2011-12
Career Cluster: Finance	Cluster Pathway: Consumer Services

COMPONENTS AND ASSESSMENTS

Unit 1 Resource management

Performance Assessments:

Using a budget and inventory list, students will be required to provide evidence of visiting local stores to find out prices of specific inventory items.

- Maintain a calendar or planner to schedule the many roles and goals identified as relevant in a student's life.
- Identify strategies to create leadership skills that help balance family, career, and community responsibilities.
- FEFE

Leadership Activity: Use the FCCLA *Financial Fitness* program to create a back to school clothing budget for a new student from another country to help them fit into our building.

Example Lessons: [Budgeting Personal Independence](#), [Needs vs. Wants](#)

Leadership Alignment:

Family, Career, and Community Leaders of America (FCCLA) program:

- FCCLA Families First

FCCLA Dynamic Leadership

Standards and Competencies

Standard/Unit:

2.1 Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital.

Competencies

Total Learning Hours for Unit: 20

- 2.1.1 Apply management and planning skills and processes to organize tasks and responsibilities.
- 2.1.2 Analyze how individuals and families make choices to satisfy needs and wants.
- 2.1.3 Analyze decisions about providing safe and nutritious food for individuals and families.
- 2.1.4 Apply consumer skills to providing and maintaining clothing.
- 2.1.5 Apply consumer skills to decisions about housing, utilities, and furnishings.
- 2.1.6 Summarize information about procuring and maintaining health care to meet the needs of individuals and family members.
- 2.1.7 Apply consumer skills to decisions about recreation.
- 2.1.8 Apply consumer skills to acquire and maintain transportation that meets the needs of individuals and family members

Aligned Washington State Standards

Art	
Communications	1.1 Uses listening and observation skills and strategies to focus attention and interpret information
	1.2 Understands, analyzes, synthesizes, or evaluates information from a variety of sources (CCSS SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.)
	2.2 Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems, and perform tasks. (CCSS SL.1 d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.)
Educational Technology	

Health and Fitness	
Math	A1.2.B./ M1.6.C Recognize the multiple uses of variables, determine all possible values of variables that satisfy prescribed conditions, and evaluate algebraic expressions that involve variables. A1.6.B./M1.5.B. Make valid inferences and draw conclusions based on data. (CC.9-12.S.IC.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population.) A1.8 B./M1.8 B. Select and apply strategies to solve problems. (CCSS CC.9-12.A.CED.1 Create equations and inequalities in one variable and use them to solve problems. Or CC.9-12.S.MD.5b (+) Evaluate and compare strategies on the basis of expected values.)
Reading	3.1 Read to learn new information (Common Core State Standards (CCSS) RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.) 3.3 Read for career applications.
Science	
Social Studies	2.1 Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices. 2.2 Understands how economic systems function 2.4 Understands the economic issues and problems that all societies face
Writing	1.1 Prewrites to generate ideas and plan writing. (CCSS W.2 b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.) 2.2 Writes for different purposes (CCSS W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.) 2.4 Writes for career applications (CCSS L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.) 3.1 Develops ideas and organizes writing (CCSS W.2 a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.)

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COMPONENTS AND ASSESSMENTS	
Unit 2 Environment and Family Resources	
Performance Assessments: Complete a budget for a family vacation that includes travel information, expenses, entertainment, and food while considering safety, sanitation, and conservation of resources. Using case studies students will work in groups to advise transportation strategies that fit the needs and budget of a variety of individual and family lifestyles.	
Leadership Alignment: Family, Career, and Community Leaders of America (FCCLA) program: FCCLA Financial Fitness	
<i>Standards and Competencies</i>	
Standard/Unit: 2.2 Analyze the relationship of the environment to family and consumer resources.	
Competencies	Total Learning Hours for Unit: 15

- 2.2.1 Analyze individual and family responsibility in relation to the environmental trends and issues.
- 2.2.2 Summarize environmental trends and issues affecting families and future generations.
- 2.2.3 Demonstrate behaviors that conserve, reuse, and recycle resources to maintain the environment.
- 2.2.4 Explain government regulations for conserving natural resources.

Aligned Washington State Standards

Art	
Communications	1.2 Understands, analyzes, synthesizes, or evaluates information from a variety of sources. (CCSS SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.)
Educational Technology	
Health and Fitness	
Math	A1.8.A, M1.8.A Analyze a problem situation and represent it mathematically. (CCSS CC.9-12.A.SSE.1 Interpret expressions that represent a quantity in terms of its context.) A1.8.B, M1.8.B Select and apply strategies to solve problems.
Reading	2.1 Demonstrate evidence of reading comprehension. (Common Core State Standards (CCSS) RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.) 2.2 Understand and apply knowledge of text components to comprehend text. (CCSS RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.) 3.1 (CCSS RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.)
Science	
Social Studies	2.1 Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.
Writing	CCSS W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.)

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COMPONENTS AND ASSESSMENTS

Unit 3 Consumer Rights and Responsibilities

Performance Assessments:

Research and graph the type and amount of recycled materials collected from various facilities around the local community.

Compare and contrast communities that abuse or are prudent with natural resources.

Leadership Activity: Use the FCCLA *Take the Lead* format to write an editorial for the local paper supporting or questioning an environmental trend of personal interest.

Leadership Alignment:

Family, Career, and Community Leaders of America (FCCLA) program:

FCCLA Power of One

Standards and Competencies

Standard/Unit:

2.3 Analyze policies that support consumer rights and responsibilities

Competencies

Total Learning Hours for Unit: 20

- 2.3.1 Analyze state and federal policies and laws providing consumer protection
- 2.3.2 Analyze how policies become laws relating to consumer rights
- 2.3.3 Analyze skills used in seeking information to consumer rights.

Aligned Washington State Standards

Art	
Communications	CCSS SL.4 (Common Core State Standards (CCSS) SL.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.) CCSS SL.1 d (CCSS SL.1 d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.)
Educational Technology	
Health and Fitness	
Math	A1.8.E, M1.8.E Read and interpret diagrams, graphs, and text containing the symbols, language, and conventions of mathematics. (CCSS CC.9-12.N.Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.)
Reading	1.2 Use vocabulary (word meaning) strategies to comprehend text (Common Core State Standards (CCSS) RI.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).). 3.1 Read to learn new information. (CCSS RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.)
Science	9-11 ES2D The Earth does not have infinite resources; increasing human consumption impacts the natural processes that renew some resources and it depletes other resources including those that cannot be renewed.
Social Studies	3.2 Understands human interaction with the environment.
Writing	

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COMPONENTS AND ASSESSMENTS

Unit 4 Technology and family Resources

Performance Assessments:

Using Internet site access.wa.gov students will locate the Washington State Attorney Generals' homepage and research the current policies and laws regarding scams Students will make a presentation that includes a visual.

Select and track a piece of public policy regarding consumer protection. Students will write a document expressing their educated opinion which could be sent the local representative/media.

Leadership Alignment:

Family, Career, and Community Leaders of America (FCCLA) program:
FCCLA STAR event Community Service Project

Standards and Competencies

Standard/Unit: 2.4 Evaluate the effects of technology on individual and family resources.	
Competencies	Total Learning Hours for Unit: 20
<ul style="list-style-type: none"> • 2.4.1 Summarize types of technology that affect family and consumer decision-making. • 2.4.2 Analyze how media and technological advances affect family and consumer decisions. • 2.4.3 Assess the use of technology and its effect on quality of life. 	
Aligned Washington State Standards	
Art	
Communications	<p>2.1 Uses language to interact effectively and responsibly in a multicultural context.(Common Core State Standards (CCSS) SL.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> <p>2 (CCSS SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.) (CCSS L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.)</p>
Educational Technology	
Health and Fitness	
Math	A1.8.E, M1.8.E Read and interpret diagrams, graphs, and text containing the symbols, language, and conventions of mathematics. A1.8.G, M1.8.G Synthesize information to draw conclusions, and evaluate the arguments and conclusions of others.
Reading	
Science	
Social Studies	2. Economics The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments, and societies.
Writing	

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COMPONENTS AND ASSESSMENTS	
Unit 5 Economic Systems and Consumer Actions	
Performance Assessments: Pick a form of the media to use for determining target audience, advertising focus, and how purchasing decisions are made. Create a continuum of the lifespan and the types of technologies used by the various stages. Determine if technology hinders or helps that stage. Leadership Activity: Using FCCLA <i>Financial Fitness</i> , <i>Consumer Clout</i> , compare and contrast time, cost, and return policy of items purchased using catalog, internet and/or phone. Example Lessons: Hands on Banking	
Leadership Alignment: Family, Career, and Community Leaders of America (FCCLA) program: FCCLA Financial Fitness	
Standards and Competencies	
Standard/Unit: 2.5 Analyze relationships between the economic system and consumer reactions.	
Competencies	Total Learning Hours for Unit: 5

- 2.5.1 Analyze the use of resources in making choices that satisfy needs and wants of individuals and families.
- 2.5.2 Analyze individual and family roles in the economic system.
- 2.5.3 Analyze economic effects of laws and regulations that pertain to consumers and providers of services.
- 2.5.4 Analyze practices that allow families to maintain economic self-sufficiency.

Aligned Washington State Standards

Art	
Communications	CCSS (Common Core State Standards (CCSS) RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.)
Educational Technology	
Health and Fitness	3.1 Understand how environmental factors affect one's health.
Math	A1.8.A, M1.8.A Analyze a problem situation and represent it mathematically. (Common Core State Standards (CCSS) CC.9-12.A.SSE.1 Interpret expressions that represent a quantity in terms of its context.) A1.8.G, M1.8.G Synthesize information to draw conclusions, and evaluate the arguments and conclusions of others. (CCSS CC.9-12.N.Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.)
Reading	
Science	
Social Studies	
Writing	

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COMPONENTS AND ASSESSMENTS

Unit 6 Financial Fitness Formatting

Performance Assessments:

- As individuals or in small groups, create a list of resource available and educate the community about local family services.
- Leadership Activity: Using FCCLA *Financial Fitness*, Cash Control, teams of students will investigate different investment alternatives as a means of economic self-sufficiency. They will present their findings to the class as well as their educated opinion as to the degree of investment risk.

Example Lessons: [Financial Future Lesson Plan](#); [Monthly Expense Record](#)

Leadership Alignment:

Family, Career, and Community Leaders of America (FCCLA) program:
FCCLA Financial Fitness

Standards and Competencies

Standard/Unit:

2.6 Demonstrate management of financial resources to meet the goals of individuals and families across the life span.

Competencies

Total Learning Hours for Unit: 5

- 2.6.1 Evaluate the need for personal and family financial planning.
- 2.6.2 Apply management principles to individual and family financial practices.
- 2.6.3 Apply management principles to decisions about insurance for individuals and families.
- 2.6.4 Evaluate personal and legal documents related to managing individual and family finances.

Aligned Washington State Standards

Art	
Communications	CCSS (Common Core State Standards (CCSS) SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.) CCSS (Common Core State Standards (CCSS) SL.1 d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.)
Educational Technology	
Health and Fitness	
Math	A1.8.E, M1.8.E Read and interpret diagrams, graphs, and text containing the symbols, language, and conventions of mathematics. (CCSS CC.9-12.N.Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.) G.1.B, M1.4.B, M1.8.H Use inductive reasoning to make conjectures, to test the plausibility of a geometric statement, and to help find a counterexample. (CCSS CC.9-12.G.MG.3 Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).) G.1.C./M1.4.C/M2.3.A Use deductive reasoning to prove that a valid geometric statement is true
Reading	
Science	
Social Studies	
Writing	

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COMPONENTS AND ASSESSMENTS

Unit 7 Life Planning

Performance Assessments:

Students will evaluate the role of financial planning in achieving financial goals and objectives within your chosen career path then teach a family member to do the same.

Leadership Activity: Using FCCLA Power of One, A Better You, students will create a financial plan to meet a financial objective related to teenage life.

Students will research what should go into a personal and legal file and determine which items should be notarized, recorded at the courthouse, or stored in a safe deposit box. They will realize the need for a variety of documentation storage systems.

Example Lessons: [The Bean Game](#)

Leadership Alignment:

Family, Career, and Community Leaders of America (FCCLA) program:

FCCLA Power of One

Standards and Competencies

Standard/Unit:

2.0 - Evaluate management practices related to the human, economic, and environmental resources.

Competencies

Total Learning Hours for Unit: 5

- 2.6.1 Examine the need for personal and family financial planning.
- 2.6.2 Apply management principles to individual and family financial practices.
- 2.6.3 Apply management principles to decisions about individuals and family insurance.
- 2.6.4 Evaluate personal and legal documents related to managing individual and family finances.

Aligned Washington State Standards

Art	
Communications	
Educational Technology	
Health and Fitness	
Math	A2.2.C, M3.6.D Add, subtract, multiply, divide, and simplify rational and more general algebraic expressions. (CCSS CC.9-12.A.SSE.1 Interpret expressions that represent a quantity in terms of its context.) A2.8.F, G7.F, M1.8.F, M2.6.F, M3.8.F. Summarize mathematical ideas with precision and efficiency for a given audience and purpose. (CCSS CC.9-12.A.CED.1 Create equations and inequalities in one variable and use them to solve problems.)
Reading	1.3. Build vocabulary through wide reading. (CCSS RI.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	2.2 Writes for different purposes (CCSS W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.)

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GRADS Curriculum Framework

Course: Interpersonal Relationships	Total Framework Hours up to: 90
CIP Code: 190728/ 190710 <input type="checkbox"/> Exploratory <input type="checkbox"/> Preparatory	Date Last Modified: 2011-12
Career Cluster:	Cluster Pathway:

COMPONENTS AND ASSESSMENTS

Unit 1 Types of Relationships

Performance Assessments:

- Working in teams, students will research factors of healthy relationships and what constitutes an unhealthy relationship, in a family, workplace or community. In teams students will compare and contrast the two types of relationships. Using the information from research, students will choose a factor contributing to a similar unhealthy relationship. After choosing an unhealthy relationship factor, students will research an appropriate healthy process for handling the factor. In the research process, students will also find five suggestions for handling stress in groups.
- Students will compare and contrast researched strategies in a class discussion format and determine which strategies they will advocate be used in school or local situations.

Leadership Alignment:		
<ul style="list-style-type: none"> • 3.5: The student will understand and utilize organizational systems to advocate for issues at the local, state, national and international level. • FCCLA Families First Me-You-Us. • Power of One Take the Lead • 1.6: The student will conduct self in a professional manner in practical career applications, organizational forums, and decision-making bodies. 		
Standards and Competencies		
Standard/Unit: 13.1 Analyze functions and expectations of various types of relationships.		
Competencies		Total Learning Hours for Unit: 15
<ul style="list-style-type: none"> • 13.1.1 Analyze processes for building and maintaining interpersonal relationships. • 13.1.2 Predict the impact of various stages of the family life cycle on interpersonal relationships. • 13.1.3 Compare physical, emotional, and intellectual responses in stable and unstable relationships. • 13.1.4 Analyze factors that contribute to healthy and unhealthy relationships. • 13.1.5 Analyze processes for handling unhealthy relationships. • 13.1.6 Demonstrate stress management strategies for family, work, and community settings. 		
Aligned Washington State Standards		
Art		
Communications	2.0	The student uses communication skills and strategies to interact/work effectively with others. (CCSS SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.)
	2.1	Uses language to interact effectively and responsibly in a multicultural context. (CCSS SL.1 d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.)
	2.1.1	Analyzes the needs of the audience, situation, and setting to adjust language and other communication strategies. (CCSS SL.1 c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.)
Educational Technology		
Health and Fitness		
Math		
Reading	2.0	The student understands the meaning of what is read.
	2.3	Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text. (Common Core State Standards (CCSS) RI.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).
	2.3.1	Analyze informational/expository text and literary/narrative text for similarities and differences and cause and effect relationships. (CCSS RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.)
Science		
Social Studies	4	History- The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes in local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.
	4.1	Analyzes and evaluates ways of influencing local, state, and national governments to preserve individual rights and promote the common good.

COMPONENTS AND ASSESSMENTS

Unit 2 Personal Needs and Characteristics

Performance Assessments:

- After completing communication skill and personal characteristic inventories and by using the FCCLA planning process, students will set a personal goal regarding their own communication skills and an interpersonal relationship. In the Follow Up section of the planning process students will reflect on how their individual personal needs, characteristics, and use of communication technologies, impacted their ability to reach their set goal. Students will share their goals with at least one other person and evaluate their self-reflection. The evaluation should include answers to the following questions: Was self-advocacy demonstrated through the goal process? Did they use the resources available to them to reach their goal? From reading their goal setting and planning process forms, what can be interpreted about that person’s communication skills and the effect of those skills on relationships?
- Assessment Tool: FCCLA Better You Project

FCCLA STAR Event Interpersonal Communication

Example Lessons: [Personal Needs & Characteristics](#), [Philosophy of Life](#)

Leadership Alignment:

- 1.5: The student will demonstrate self-advocacy skills by achieving planned, individual goals.
- Power of One-A Better You.
- Interpersonal Communication – STAR Event.
- 2.4: The student will demonstrate skills that assist in understanding and accepting responsibility to family, community, and business and industry.
- Power of One: A Better You Family Ties.
- Families First You-Me-Us.

Standards and Competencies

Standard/Unit:

13.2 Analyze personal needs and characteristics and their effects on interpersonal relationships.

Competencies

Total Learning Hours for Unit: 15

- 13.2.1 Analyze the effects of personal characteristics on relationships.
- 13.2.2 Analyze the effect of personal needs on relationships.
- 13.2.3 Analyze the effects of self-esteem and self-image on relationships.
- 13.2.4 Analyze the effects of life span events and conditions on relationships
- 13.2.5 Explain the impact of personal standards and codes of conduct on interpersonal relationships.
- 13.3 Demonstrate communication skills that contribute to positive relationships.
- 13.3.1 Analyze communication styles and their effects on relationships.
- 13.3.2 Demonstrate verbal and non-verbal behaviors and attitudes that attribute 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 Analyze ethical principles of communication in family, community, and work setting.
- 13.3.6 Analyze the effects of communication technology in family, work and community settings.
- 13.3.7 Analyze the roles and function of communication in family, work and community settings.

Aligned Washington State Standards

Art

Communications

2.3 Uses skills and strategies to communicate interculturally. (Common Core State Standards (CCSS) SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10

	<p>topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.)</p> <p>2.3.2 Creates personal intercultural communication norms to guide one's self in a diverse social system. (Develops a construct for how physical and human settings can affect communication. Monitors and adjusts one's own communication styles to engage in the dynamics of diversity and connect with others.) (CCSS SL.1 b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.)</p> <p>4.0 The student analyzes and evaluates the effectiveness of communication. (CCSS SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.)</p> <p>4.1 Assesses effectiveness of one's own and others' communication. (CCSS SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.)</p> <p>4.1.1 Analyzes and evaluates strengths and weaknesses of one's own communication using own or established criteria. (Articulates the qualities that make communication effective; Seeks, considers, and uses feedback from a variety of sources to improve communication; Critiques styles and content of own communication in public, group work, personal settings, and/or interviews; Justifies language and techniques used when deviating from established criteria.) (CCSS SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate)</p> <p>4.2 Sets goals for improvement.</p> <p>4.2.1 Applies strategies for setting grade level appropriate goals and evaluates improvement in communication. (Sets goals for all forms of oral communication using feedback and creates a plan to meet the goals; Monitors progress through the use of a variety of tools making adjustments as needed.) (CCSS SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate)</p>
Educational Technology	
Health and Fitness	
Math	
Reading	
Science	
Social Studies	<p>1 The student observes and analyzes the interaction between people, the environment, and culture. 2. ECONOMICS The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments, and societies.</p> <p>3.2 Understands human interaction with the environment.</p>
Writing	

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COMPONENTS AND ASSESSMENTS

Unit 3 Influences on Human Growth

Performance Assessments:

Using the Health CBA-Stressed and Depressed: students will demonstrate the effect of life events on the family and how to deal with these changes

Students will create a trifold listing hereditary and environmental factors in their lives, then analyze which they believe had a bigger impact on their personal lives nurture or nature and why.

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

- Develop presentations to educate peers on factors that influence a type of development such as cultural perspectives on language development & use, genders impact on social development, physical size, independence, nurturing, communication, family responsibility

- Describe how the topic selected affects individual development throughout the lifespan.

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

Leadership Alignment:

- 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

Standards and Competencies

Standard/Unit:

12.2 Analyze conditions that influence human growth and development.

Competencies

Total Learning Hours for Unit: 15

- 12.2.1 Investigate impact of heredity and environment on human growth and development.
- 12.2.2 Examine interrelationships among physical, social, emotional, and intellectual aspects of human growth and development.
- 12.2.3 Examine the effects of gender, ethnicity and culture on individual development.
- 12.2.4 Examine the effects of life events on individuals’ physical and emotional development.

Aligned Washington State Standards

Art	
Communications	1.2 Understands, analyzes, synthesizes, or evaluates information from a variety of sources. (CCSS SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.)
Educational Technology	
Health and Fitness	
Math	
Reading	2.1 Demonstrate evidence of reading comprehension. (Common Core State Standards (CCSS) RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.) 2.2 Understand and apply knowledge of text components to comprehend text. (CCSS RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.)
Science	9-11 LS2C Population growth is limited by the availability of matter and energy found in resources, the size of the environment, and the presence of competing and/or predatory organisms . 9-11 LS2F The concept of sustainable development supports adoption of policies that enable people to obtain the resources they need today without limiting the ability of future generations to meet their own needs. Sustainable processes include substituting renewable for nonrenewable resources, recycling, and using fewer resources. 9-11 LS1E The genetic information responsible for inherited characteristics is encoded in the DNA molecules in chromosomes . DNA is composed of four subunits (A,T,C,G). The sequence of subunits in a gene specifies the amino acids needed to make a protein. Proteins express inherited traits (e.g., eye color, hair texture) and carry out most cell function. .
Social Studies	3.2 Understands human interaction with the environment.
Writing	

COMPONENTS AND ASSESSMENTS

Unit 4 Strategies That Promote Growth and Development

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

Leadership Alignment:

- 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

Standards and Competencies

Standard/Unit:

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

Competencies

Total Learning Hours for Unit: 15

- 12.3.1 Analyze the role of nurturance on human growth and development
- 12.3.2 Analyze the role of communication on human growth and development.
- 12.3.3 Analyze the role of family and social services support systems in meeting human growth and development needs.

Aligned Washington State Standards

Art	
Communications	2.1 Uses language to interact effectively and responsibly in a multicultural context. (Common Core State Standards (CCSS) SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.)
Educational Technology	
Health and Fitness	2.2 Understands stages of growth and development.
Math	
Reading	
Science	
Social Studies	3.2 Understands human interaction with the environment.
Writing	

COMPONENTS AND ASSESSMENTS

Unit 5 Conflict Prevention and Management

Performance Assessments:

Based on what students have learned about their own communication skills and a variety of conflict prevention and management techniques, individual students will set goals and take action to improve communication in their individual lives, specific to an issue of conflict. This could be in the family, the community or the workplace and the student might be making recommendation to someone else.

Leadership Alignment:

- 1.5: The student will demonstrate self-advocacy skills by achieving planned, individual goals.
- Power of One-A Better You.
- Interpersonal Communication – STAR Event.
- 2.4: The student will demonstrate skills that assist in understanding and accepting responsibility to family, community, and business and industry.
- Power of One: A Better You Family Ties.

Standards and Competencies

Standard/Unit:

13.4 Evaluate effective conflict prevention and management techniques.

Competencies

Total Learning Hours for Unit: 10

- 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.
- 13.4.6 Assess community resources that support conflict prevention and management

Aligned Washington State Standards

Art	
Communications	2.3.2 Creates personal intercultural communication norms to guide one’s self in a diverse social system. (Common Core State Standards (CCSS) SL.1 b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.)
	4.1.1 Analyzes and evaluates strengths and weaknesses of one’s own communication using own or established criteria. (CCSS SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate)
	4.2.1 Applies strategies for setting grade level appropriate goals and evaluates improvement in communication. (CCSS SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate)
Educational Technology	
Health and Fitness	
Math	
Reading	
Science	
Social Studies	
Writing	

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COMPONENTS AND ASSESSMENTS**Unit 6 Domestic and Dating Violence Awareness****Performance Assessments:**

Students participate in the classroom version of “In Their Shoes” Activity. The activity is designed to bring awareness about domestic and dating violence and to foster conversations about prevention and how to seek help. The original adult activity has been modified for use in high schools by the Washington State Coalition Against Domestic Violence. Assessment tools are included with the activity.

Leadership Alignment:

- 1.5: The student will demonstrate self-advocacy skills by achieving planned, individual goals.
- 2.4: The student will demonstrate skills that assist in understanding and accepting responsibility to family, community, and business and industry.

Standards and Competencies**Standard/Unit:**

13.4 Evaluate effective conflict prevention and management techniques.

Competencies**Total Learning Hours for Unit: 5**

- 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.
- 13.4.6 Assess community resources that support conflict prevention and management

Aligned Washington State Standards

Art	
Communications	4.1.1 Analyzes and evaluates strengths and weaknesses of one’s own communication using own or established criteria. (CCSS SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate)
Educational Technology	
Health and Fitness	
Math	
Reading	
Science	
Social Studies	
Writing	

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COMPONENTS AND ASSESSMENTS**Unit 7: Human Growth****Performance Assessments:**

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 (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:

- A written brochure or newsletter about what to expect from your: Toddler, Adolescent, Aging Parent
- Create a checklist of Guidelines for checking the health of your: Infant, School Age Child, Grandparent

- A list of community activities that promote 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

Leadership Alignment:

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

Standards and Competencies

Standard/Unit:

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.

Competencies

Total Learning Hours for Unit: 15

- 12.1.1 Analyze physical, emotional, social, spiritual, and intellectual development.
- 12.1.2 . Analyze interrelationships among physical, emotional, social, and intellectual aspects of human growth and development.

Aligned Washington State Standards

Art	
Communications	2.1 Uses language to interact effectively and responsibly in a multicultural context. (Common Core State Standards (CCSS) SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.) CCSS SL.1 (Common Core State Standards (CCSS) SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.)
Educational Technology	
Health and Fitness	
Math	
Reading	
Science	
Social Studies	
Writing	3.0 The student writes clearly and effectively. (CCSS L.1 b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.) 3.1 Develops ideas and organizes writing (CCSS W.2 a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.) 3.2 Uses appropriate style CCSS W.1 d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.) 3.3 Knows and applies writing conventions appropriate for the grade level (CCSS W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.)

GRADS Curriculum Framework

Course: Child Development and Parenting	Total Framework Hours up to: 90
CIP Code: 190726/190706 <input type="checkbox"/> Exploratory <input type="checkbox"/> Preparatory	Date Last Modified: 2011-12
Career Cluster: Human Services	Cluster Pathway:

COMPONENTS AND ASSESSMENTS

Unit 1 The Parenting Process

Performance Assessments:

Case Scenarios Decisions:

- Using the planning process with case scenarios and a variety of situations, students will make decisions related to becoming a parent (whether, when, how). Students will analyze factors related to prenatal development, birth and health of child and mother. Compare and contrasts the alternatives to parenting considering the legal and ethical issues. The final decisions for the case scenarios will be expressed in an original written/visual format that may be exhibited, (e.g., posted on a bulletin board) for others to see.

Editorial Project:

- Based on research including the internet and other resources, students will write an editorial (which takes a position, expresses an opinion) on the physical and emotional impacts of pregnancy and parenting at different life stages.

Participation in FCCLA project activities may be used as assessment:

- STAR Events
- Community Service
- Families First
- Financial Fitness
- Student Body

Leadership:

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

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

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

FCCLA Activity:

- Career Connection

Star Events:

- Illustrated Talk

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

FCCLA Activity:

Community Service

- Pregnancy Prevention
- Abstinence Promotion
- Prenatal Health Education

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

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

3.1 The student will analyze the roles/responsibilities of citizenship.

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

FCCLA Activity:

Families First

- Balancing Family & Career
- Parent Practice

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

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

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

3.3 The student will demonstrate their understanding of their role and participate and evaluate in community service and service learning.

FCCLA Activity:

Financial Fitness

- Finance Your Future

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

3.3 The student will demonstrate their understanding of their role and participate and evaluate in community service and service learning.

FCCLA Activity:

Student Body

- Family Health Fair

Standards and Competencies**Standard/Unit:**

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

Competencies**Total Learning Hours for Unit: 20**

- 15.4.1 Analyze biological processes related to prenatal development, birth, and health of child and mother.
- 15.4.2 Analyze the emotional factors of prenatal development and birth in relation to the health of parents and child.
- 15.4.3 Analyze implications of alternatives to biological parenthood.
- 15.4.4 Analyze legal and ethical impacts of current and emerging technology on fertility and family planning.

Aligned Washington State Standards**Art****Communications**

1.0 The student uses listening and observation skills and strategies to gain understanding. (CCSS SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.)

Educational Technology

1.0 Integration: Students use technology within all content areas to collaborate, communicate, generate innovative ideas, investigate and solve problems.

Health and Fitness

2.2.2 Understands how to maintain sexual health throughout life
 2.3 Understand the concept of prevention and control of disease.
 3.1 Understands how family, culture, and environmental factors affect personal health.

Math**Reading**

1.0 The student understands and uses different skills and strategies to read. (Common Core State Standards (CCSS) RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.)
 2.0 The student understands the meaning of what is read. (CCSS RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.)
 3.1 Read to learn new information (CCSS RI.1 Cite strong and thorough textual evidence to support analysis of what the text says

	3.1.1	explicitly as well as inferences drawn from the text.) Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions. (CCSS RH/SS 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.)
	3.2	Read to perform a task
	3.3	Read for career applications.
Science		
Social Studies		
Writing	1.0	The student understands and uses a writing process. (CCSS W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.)
	2.0	The student writes in a variety of forms for different audiences and purposes. (CCSS W.1 d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.)
	3.0	The student writes clearly and effectively. (CCSS L.1 b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.)

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COMPONENTS AND ASSESSMENTS

Unit 2 Child Care Practicum

Performance Assessments:

Student will maintain current knowledge of the field by:

- Participating in a field experience in the child care center
- Reading current professional literature on a regular basis
- Maintaining records of all professional development activities and accomplishments
- Participating in professional networking; researching identifying the functions of professional organizations including NAEYC & WAEYC
- Contacting other professionals as needed for consultation when seeking information and/or solutions to issues/questions
- Using observations and perspectives of other staff when assessing their own behaviors, skills and practices regarding job performance

Students identify short and long-term professional career goals by regularly self-assessing using professional frameworks, standards from the field and an established job description as guides. During goal assessment, students recognize and act upon emerging career path interests and research a variety of career possibilities in the field of child care, describing the training and education needed for each.

Students maintain an on-line professional portfolio and, on an ongoing basis, document accomplishments and activities. Portfolio includes:

- Resume
- Application
- Certificates & Awards

Various early childhood assessments, writing samples and lesson plans

Example Lessons: [Age Appropriate Assessment Presentation](#)

Leadership Alignment:

Individual Skills

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

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

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

Standards and Competencies

Standard/Unit: 4.1 Analyze career paths within early childhood, education & related services.	
Competencies	Total Learning Hours for Unit: 20
<ul style="list-style-type: none"> • 4.1.1 Explain the roles and functions of individuals engaged in early childhood, education, and services. • 4.1.2 Analyze opportunities for employment and entrepreneurial endeavors. • 4.1.3 Summarize education and training requirements and opportunities for career paths in early childhood, education, and services. • 4.1.4 Analyze the effects of early childhood, education, and services occupations on local, state, national, and global economies. • 4.1.5 Create an employment portfolio for use with applying for internships and work-based learning opportunities in education and early childhood.(see 190703 Career community and family connections) • 4.1.6 Analyze the role of professional organizations in education and early childhood. 	
<i>Aligned Washington State Standards</i>	
Art	
Communications	<p>1.2 Understands, analyzes, synthesizes, or evaluates information from a variety of sources. (CCSS SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.)</p> <p>CCSS SL.1 c. (CCSS SL.1 c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.)</p> <p>4.1 Assesses effectiveness of one's own and others' communication. (CCSS SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.)</p>
Educational Technology	
Health and Fitness	
Math	
Reading	<p>1.2.2 Apply strategies to comprehend words and ideas. (Common Core State Standards (CCSS) RI.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> <p>2.1.5 Apply comprehension-monitoring strategies for informational and technical materials, complex narratives, and expositions: synthesize ideas from selections to make predictions and inferences. (CCSS RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.)</p> <p>2.1.6 Apply comprehension-monitoring strategies for informational and technical materials, complex narratives, and expositions: monitor for meaning, create mental images, and generate and answer questions. (CCSS RI.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.)</p> <p>2.1.7 Apply comprehension-monitoring strategies for informational and technical materials, complex narratives, and expositions: determine importance and summarize the text (CCSS RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.)</p> <p>2.2.2 Apply understanding of complex organizational features of printed text and electronic sources. (CCSS RH/SS 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.)</p> <p>2.2.4 Apply understanding of text organizational structures. (CCSS W.1 a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.)</p>

	3.1.1	Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions. (CCSS RH/SS 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.)
Science		
Social Studies		
Writing	2.1	Write for different audiences. (CCSS SL.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.)
	2.2	Write for different purposes. (CCSS W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.)
	2.3	Writes in a variety of forms/genres.
	2.4	Write for career applications. (CCSS L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.)
	3.1	Pre-write – generate ideas and gather information. (CCSS W.2 a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.)
	3.3	Knows and applies writing conventions appropriate for the grade level.

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COMPONENTS AND ASSESSMENTS

Unit 3 Child Growth and Development

Performance Assessments:

Working alone or in teams, students will create a written product for specified cultures/audience. Students will create a product and adapt it for prenatal, infancy and childhood. By examining and analyzing theorists, the principles of human growth and development, brain development and their interrelationship, they will determine age appropriate activities to be included. The product will be created using available technology.

Projects may include:

- Using a theorist's perspective, What to expect from your Infant, Toddler, Preschooler
- Strategies that support healthy brain development
- Guidelines for checking the health of your: Infant, Toddler, Preschooler
- Spending Time Together – Fun Activities for the Entire Family – Infant, Toddler, Preschooler

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/or 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 growth and development. Describe how the topic selected affects individual development throughout childhood.

Advanced Performance Tasks:

Students will complete STARS Modules at 80% or better: Module 1: Child Growth and Development Ages and Stages, Module 2: Child Growth and Development Learning through Play, Module 3: Growth and Development Ages and Stages

Example lessons: [GRADS Lesson Multicultural Faces](#), [Play Dough Activity](#)

Leadership Alignment: <i>Individual Skills</i> 1.1 The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (work related) experiences 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	
<i>Standards and Competencies</i>	
Standard/Unit: 4.2 Analyze developmentally appropriate practices to plan for early childhood, education, and services.	
Competencies	Total Learning Hours for Unit: 35
<ul style="list-style-type: none"> • 4.2.1 Analyze child development theories and their implications for educational and childcare practices. • 4.2.2 Apply a variety of assessment methods to observe and interpret children's growth and development. • 4.2.3 Analyze cultural and environmental influences when assessing children's development. • 4.2.4 Analyze abilities and needs of children and their effects on children's growth and development. • 4.2.5 Analyze strategies that promote children's growth and development. 	
<i>Aligned Washington State Standards</i>	
Art	
Communications	
Educational Technology	
Health and Fitness	1.2 Acquires the knowledge and skills to safely participate in a variety of developmentally appropriate physical activities.
Math	
Reading	1.2.2 Apply strategies to comprehend words and ideas. (Common Core State Standards (CCSS) RI.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))
	1.3.2 Understand and apply content/academic vocabulary critical to the meaning of the text, including vocabularies relevant to different contexts, cultures, and communities. (CCSS RI.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).)
	2.1.4 Apply comprehension-monitoring strategies for informational and technical materials, complex narratives, and expositions: use prior knowledge. (CCSS RI.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.)
	2.1.6 Apply comprehension-monitoring strategies for informational and technical materials, complex narratives, and expositions: monitor for meaning, create mental images, and generate and answer questions. (CCSS RI.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.)
	2.1.7 Apply comprehension-monitoring strategies for informational and technical materials, complex narratives, and expositions: determine importance and summarize the text. (CCSS RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.)
Science	
Social Studies	
Writing	2.1 Adapts writing for a variety of audiences (CCSS SL.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.)
2.2	Write for different purposes. (CCSS W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.)
2.3	Writes in a variety of forms/genres. (CCSS W.1 d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.)
3.3	Knows and applies writing conventions appropriate for the grade level

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COMPONENTS AND ASSESSMENTS

Unit 4 Pregnancy pre-natal and Postnatal care and Development

Performance Assessments:

Students will demonstrate an understanding of fetal development, Health concerns during pregnancy and the birthing process through the following projects.

Projects may include:

- Working alone or in teams, students will create a timeline of prenatal development:
Presenting about a specific month with information in the 3 categories of Fetal development ,changes for the mother and father and health concerns for that month
- Using a theorist's perspective, What to-do during pregnancy to improve the health of your Infant
- Apply strategies that support healthy brain development
- Guidelines for checking the health of you and your fetus
- Analyze types of birthing and create a birth plan

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 to impact a healthy pregnancy.

After acquiring knowledge from videos, guest speakers, teacher presentations, and/or 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 growth and development. Describe how the topic selected affects individual development throughout childhood.

Leadership Alignment:

Individual Skills

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

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

Standards and Competencies

Standard/Unit:

12.2 Analyze conditions that influence Human growth and development

Competencies

Total Learning Hours for Unit: 15

- 12.2.1 Investigate the impact of heredity and environment on Human growth and development
- 12.2.3 Examine the effects of gender, ethnicity, and culture on the individual development
- 12.2.4 Examine the effects of life events on individual's physical and emotional development.
- 12.3.3 Examine the role of support systems in meeting human growth and development needs.
- 4.2.5 Analyze strategies that promote children's growth and development.

Aligned Washington State Standards

Art	
Communications	
Educational Technology	
Health and Fitness	1.2 Acquires the knowledge and skills to safely participate in a variety of developmentally appropriate physical activities.
Math	
Reading	1.2.2 Apply strategies to comprehend words and ideas. (Common Core State Standards (CCSS) RI.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))
	1.3.2 Understand and apply content/academic vocabulary critical to the meaning of the text, including vocabularies relevant to different contexts, cultures, and communities. (CCSS RI.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).)
	2.1.4 Apply comprehension-monitoring strategies for informational and technical materials, complex narratives, and expositions: use prior knowledge. (CCSS RI.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.)
Science	
Social Studies	
Writing	2.1 Adapts writing for a variety of audiences (CCSS SL.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.)
	2.2 Write for different purposes. (CCSS W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.)
	2.3 Writes in a variety of forms/genres. (CCSS W.1 d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.)
	3.3 Knows and applies writing conventions appropriate for the grade level

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GRADS Curriculum Framework

Course: Early Childhood Education and Services	Total Framework Hours up to: 180-540
CIP Code: 190708/190726 <input type="checkbox"/> Exploratory <input type="checkbox"/> Preparatory	Date Last Modified: 2011-12
Career Cluster: Human Services	Cluster Pathway:

COMPONENTS AND ASSESSMENTS

Unit 1 Health and safety

Performance Assessments:

Safety and Health Care Policy Project

Using industry vocabulary, students, individually and in teams, develop written Safety and Health Care Policies for Early Childhood program by researching the licensing and other safety regulations for a child care facility in Washington State to include the following codes and rules:

- Zoning
- Fire and Safety
- Building Codes
- Classroom and playground equipment in reference to child growth and development and abilities at given ages
- Food handling, sanitation, and nutrition including information from representative children's cultures
- Child Abuse
- Emergency Response
- NAEYC Code of Ethics

Teacher Observation:

- Student is observed integrating health and safety activities into the daily routine.

Written Philosophy and Mission Statement:

- Using the NAEYC Code of Ethics, students develop a philosophy statement, mission statement and goals concerning an appropriate ECE program.

Certifications:

Students obtain:

- CPR/First Aid Certification
- HIV/AIDS Training for Child Care Workers

Food Handler's Card

Leadership Alignment:

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

Standards and Competencies

Standard/Unit:

1 Create and maintain a safe and healthy environment.

Competencies

Total Learning Hours for Unit: 30-90

- SP1.01 Both Knowledge of licensing regulations and/or center policies and procedures
- SP1.02 Both Knowledge of child growth and development and the changing abilities of individual children
- SP1.03 Both Ability to recognize and correct safety hazards and to manage risks by applying appropriate rules and limits in the classroom and on the playground
- SP1.04 Lab Knowledge of medication procedures
- SP1.09 Lab Ability to determine the safety/cleanliness/health appraisal and management procedures of indoor/outdoor spaces and environment relative to the age abilities of children using the space
- SP1.11 Both Ability to recognize and respond to child's health needs including performing First Aid, CPR and implementing universal precautions and state and federal food program requirements including food handling/sanitation procedures
- SP1.17 Both Knowledge of my plate and nutrition guidelines
- SP1.18 Class Ability to pass food handler examination
- 4.4.1 Both Manage physical space to maintain a safe and health learning environment
- 4.4.2 Both Apply safe and healthy practices that comply with state regulations
- 4.4.3 Lab Implement strategies to teach children health, safety, and sanitation habits

<ul style="list-style-type: none"> • 4.4.4 Both • 4.4.5 Both • 4.4.6 Both • 4.4.7 Lab • 4.4.1 Both 	<p>Provide safe and healthy meals and snacks</p> <p>Document symptoms of child abuse and neglect and use appropriate procedures to report suspected abuse or neglect to the designated authorities</p> <p>Implement basic health practices and prevention procedures for workers and children regarding childhood illness and communicable diseases</p> <p>Demonstrate security and emergency procedures</p> <p>Manage physical space to maintain a safe and health learning environment</p>
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Aligned Washington State Standards

Art	
Communications	
Educational Technology	
Health and Fitness	<p>1.1 1.1 Develops motor skills and movement concepts as developmentally appropriate.</p> <p>1.3 1.3 Understands the components of health-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.</p> <p>1.5 Understands relationship of nutrition and food nutrients to body composition and physical performance.</p> <p>2.4 Acquire skills to live safely and reduce health risks</p> <p>3.1 Understands how family, culture, and environmental factors affect personal health.</p> <p>3.3 Evaluates the impact of social skills on health.</p> <p>4.1 Analyzes personal health and fitness information.</p>
Math	
Reading	<p>1.3.2 (Common Core State Standards (CCSS) RI.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> <p>2.3.4 (CCSS SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.)</p>
Science	
Social Studies	
Writing	<p>1.1 (CCSS W.2 b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.)</p> <p>1.2 Use style appropriate to the audience and purpose. Use voice, word choice, and sentence fluency for intended style and audience. (CCSS W.2 a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.)</p> <p>1.3 Apply writing conventions. Know and apply correct spelling, grammar, sentence structure, punctuation, and capitalization. (CCSS W.2 a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.)</p> <p>2.2 Writes for different purposes (CCSS W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.)</p> <p>2.3 Write in a variety of forms, including narratives, journals, poems, essays, stories, research reports and technical writing.</p> <p>2.4 Write for career applications. (CCSS L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.)</p> <p>3.1 Develops ideas and organizes writing (CCSS W.2 a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia</p>

when useful to aiding comprehension.)

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COMPONENTS AND ASSESSMENTS

Unit 2 Practicum and Management Performance Assessments:

Student will maintain current knowledge of the field by:

- Participating in a field experience in the child care center
- Reading current professional literature on a regular basis
- Maintaining records of all professional development activities and accomplishments
- Participating in professional networking; researching identifying the functions of professional organizations including NAEYC & WAEYC
- Contacting other professionals as needed for consultation when seeking information and/or solutions to issues/questions
- Using observations and perspectives of other staff when assessing their own behaviors, skills and practices regarding job performance

Students identify short and long-term professional career goals by regularly self-assessing using professional frameworks, standards from the field and an established job description as guides. During goal assessment, students recognize and act upon emerging career path interests and research a variety of career possibilities in the field of child care, describing the training and education needed for each.

Students maintain an on-line professional portfolio and, on an ongoing basis, document accomplishments and activities. Portfolio may include:

- Resume
- Application
- Certificates & Awards
- HIV/AIDS cert
- CPR/FIRST AID card
- Food Handler's permit
- Various early childhood assessments, writing samples and lesson plans.

Example Lessons: [Health and Safety Lesson](#); [Trainings and Certifications](#)

Leadership Alignment:

Individual Skills

- 1.3 The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understands how to apply those skills
- 1.6 The student will demonstrate self-advocacy skills by achieving planned, individual goals
- 1.7 The student will conduct self in a professional manner in practical career applications, organizational forums, and decision-making bodies

Standards and Competencies

Standard/Unit:

4.1 Analyze career paths within early childhood, education & related services.

Competencies

Total Learning Hours for Unit: 60-180

- 4.1.1 Both Explain the roles and functions of individuals engaged in early childhood, education, and services.
- 4.1.2 Class Analyze opportunities for employment and entrepreneurial endeavors.
- 4.1.3 Both Summarize education and training requirements and opportunities for career paths in early childhood, education, and services.
- 4.1.4 Class Analyze the effects of early childhood, education, and services occupations on local, state, national, and global economies.
- 4.1.5 Class Create an employment portfolio for use with applying for internships and work-based learning opportunities in education and early childhood.
- 4.1.6 Class Analyze the role of professional organizations in education and early childhood.

Aligned Washington State Standards

Art	
Communications	<p>1.1 Focus attention</p> <p>1.2 Understands, analyzes, synthesizes, or evaluates information from a variety of sources. (CCSS SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.) (Common Core State Standards (CCSS) SL.1 c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.)</p> <p>4.1 Assesses effectiveness of one's own and others' communication. (CCSS SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.)</p>
Educational Technology	
Health and Fitness	
Math	
Reading	<p>1.2.2 Apply strategies to comprehend words and ideas. (Common Core State Standards (CCSS) RI.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> <p>2.1.5 Apply comprehension-monitoring strategies for informational and technical materials, complex narratives, and expositions: synthesize ideas from selections to make predictions and inferences. (CCSS RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.)</p> <p>2.1.6 Apply comprehension-monitoring strategies for informational and technical materials, complex narratives, and expositions: monitor for meaning, create mental images, and generate and answer questions. (CCSS RI.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.)</p> <p>2.1.7 Apply comprehension-monitoring strategies for informational and technical materials, complex narratives, and expositions: determine importance and summarize the text. (CCSS RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.)</p> <p>2.2.2 Apply understanding of complex organizational features of printed text and electronic sources. (CCSS RH/SS 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.)</p> <p>2.2.4 Apply understanding of text organizational structures. (CCSS W.1 a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.)</p> <p>3.1.1 Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions. (CCSS RH/SS 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.)</p>
Science	
Social Studies	
Writing	<p>3.1 Develops ideas and organizes writing.</p> <p>2.1 Adapts writing for a variety of audiences.</p> <p>3.3 Knows and applies writing conventions appropriate for the grade level.</p> <p>2.1 Write for different audiences. (CCSS SL.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>

	2.2	Write for different purposes. (CCSS W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.)
	2.3	Writes in a variety of forms/genres.
	2.4	Write for career applications. (CCSS L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.)
	3.1	Pre-write – generate ideas and gather information. (CCSS W.2 a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.)
	1.2	Produces draft(s).
	1.3	Revises to improve text.
	1.4	Edits text.

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COMPONENTS AND ASSESSMENTS

Unit 3 Child Development Theory and Application

Performance Assessments:

By examining and analyzing theorists, the principles of human growth and development, brain development and their interrelationship, they will determine age appropriate activities to be included

Projects may include:

- Strategies that support healthy brain development
- Guidelines for checking the health of an: Infant, Toddler, Preschooler
- Spending Time Together – Fun Activities for the Entire Family – Infant, Toddler, Preschooler

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/or group discussions, students will:

- Journal about how they use reasoning, decision-making and problem-solving skills to respond to situations that arise in the child care center. .

Advanced Performance Tasks:

Students will complete STARS Modules at 80% or better: Module 1: Child Growth and Development Ages and Stages, Module 2: Child Growth and Development Learning through Play, Module 3: Growth and Development Ages and Stages

Leadership Alignment:

Individual Skills

- 1.1 The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (work related) experiences
- 1.5 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

Standards and Competencies

Standard/Unit:

4.2 Analyze developmentally appropriate practices to plan for early childhood, education, and services.

Competencies

Total Learning Hours for Unit: 30-90

- 4.2.1 Both Analyze child development theories and their implications for educational and childcare practices.
- 4.2.2 Lab Apply a variety of assessment methods to observe and interpret children's growth and development.
- 4.2.3 Both Analyze cultural and environmental influences when assessing children's development.
- 4.2.4 Both Analyze abilities and needs of children and their effects on children's growth and development.
- 4.2.5 Both Analyze strategies that promote children's growth and development.

Aligned Washington State Standards

Art	
Communications	
Educational Technology	
Health and Fitness	1.2 Acquires the knowledge and skills to safely participate in a variety of developmentally appropriate physical activities.
Math	
Reading	<p>CCSS RI.4 (Common Core State Standards (CCSS) RI.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> <p>1.3.2 Understand and apply content/academic vocabulary critical to the meaning of the text, including vocabularies relevant to different contexts, cultures, and communities</p> <p>2.1.4 Apply comprehension-monitoring strategies for informational and technical materials, complex narratives, and expositions: use prior knowledge. (CCSS RI.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.)</p> <p>2.1.6 Apply comprehension-monitoring strategies for informational and technical materials, complex narratives, and expositions: monitor for meaning, create mental images, and generate and answer questions. (CCSS RI.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.)</p> <p>2.1.7 Apply comprehension-monitoring strategies for informational and technical materials, complex narratives, and expositions: determine importance and summarize the text. (CCSS RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.)</p>
Science	
Social Studies	
Writing	<p>3.1 Develops ideas and organizes writing.</p> <p>3.2 Uses appropriate style.</p> <p>3.3 Knows and applies writing conventions appropriate for the grade level.</p> <p>2.1 Write for different audiences. (CCSS SL.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> <p>2.2 Write for different purposes. (CCSS W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.)</p> <p>2.3 Writes in a variety of forms/genres. (CCSS W.1 d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.)</p>

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COMPONENTS AND ASSESSMENTS

Unit 4 Work Requirements

Performance Assessments:

Students will complete STARS Training Modules at 80% proficiency or better. STARS Module 10: Professionalism
 DSHS background check
 TB test results
 Follow DSHS licensing policies and practices while in the child care center
 Follow the NAEYC Code of Ethics

Example Lessons: [Completing the STARS Training](#)

Leadership Alignment:

Individual Skills

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

Group Skills

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

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.

2.7 The student will demonstrate the ability to train others to understand the established rules and expectations, rationale, and consequences and to follow those rules and expectations

2.8 The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings

Standards and Competencies

Standard/Unit:

4.6 Demonstrate professional practices and standards related to working with children.

Competencies

Total Learning Hours for Unit: 30-90

- 4.6.1 A Both Utilize opportunities for continuing training and education.
- 4.6.2 A Both Apply professional ethical standards as accepted by the recognized professional organizations.
- 4.6.3 A Both Implement federal, state, and local standards, policies, regulations, and laws that affect children, families, and programs.

Aligned Washington State Standards

Art	
Communications	1.1 Focus attention
	1.2 Understands, analyzes, synthesizes, or evaluates information from a variety of sources. (CCSS SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.)
	1.3 (CCSS SL.1 c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.)
	2.1 2.1. Uses language to interact effectively and responsibly in a multicultural context.
	3.2 (CCSS SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.)
Educational Technology	
Health and Fitness	
Math	

Reading	1.2.2	Apply strategies to comprehend words and ideas. (Common Core State Standards (CCSS) RI.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))
	2.1.5	Apply comprehension-monitoring strategies for informational and technical materials, complex narratives, and expositions: synthesize ideas from selections to make predictions and inferences. (CCSS RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.)
	2.1.6	Apply comprehension-monitoring strategies for informational and technical materials, complex narratives, and expositions: monitor for meaning, create mental images, and generate and answer questions. (CCSS RI.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.)
	2.1.7	Apply comprehension-monitoring strategies for informational and technical materials, complex narratives, and expositions: determine importance and summarize the text. (CCSS RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.)
	2.2.2	Apply understanding of complex organizational features of printed text and electronic sources. (CCSS RH/SS 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.)
	2.2.4	Apply understanding of text organizational structures. (CCSS W.1 a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.)
	3.1.1	Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions. (CCSS RH/SS 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.)
Science		
Social Studies		
Writing	3.2	3.2. Uses appropriate style.
	2.1	Adapts writing for a variety of audiences. (CCSS SL.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.)
	2.3	Writes in a variety of forms/genres. CCSS W.1 d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.)

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COMPONENTS AND ASSESSMENTS

Unit 5 Planning and Observation

Performance Assessments:

Curriculum Project

Students develop a list of thematic units that could be used in an ECE program and write a block plan and individual lesson plans for one week of a preschool program. They describe and provide examples of an emergent curriculum and project approach.

Assessment, Records; Research Project Leading to Adaptation of Curriculum to Individuals and Groups of Children

Using a variety of assessments – consistent with NAEYC’s assessment guidelines – and research information (from family, staff, community and professional resources i.e. articles, books, internet), students observe, document, assess and track individual and group needs, interests, and skills to identify a curriculum (in accordance with NAEYC guidelines and cultural considerations) for each child and groups of children, in collaboration with appropriate family members.

Example Lessons: [Demonstration of a Preschool Lesson](#)

Leadership Alignment:

Individual Skills

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

1.5 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

Standards and Competencies**Standard/Unit:**

4 Develop and implement curriculum.

Competencies**Total Learning Hours for Unit: 30-90**

- SP4.01 Both Student will demonstrate knowledge of NAEYC's position on assessment practices.
- SP4.02 Both Student will demonstrate knowledge of child growth and development
- SP4.03 Both Student will use a variety of observation methods to collect data
- SP4.04 Both Students will interpret observation and assessment data
- SP4.05 Class Student will maintain appropriate records of children's social, emotional, cognitive, physical, communicative, and cultural development
- SP4.06 Class Student will set goals for individual children based on assessment findings
- SP4.07 Class Student will research other assessment tools and information forms
- SP4.08 Class Student will articulate rationale for appropriate use of assessment
- SP4.09 Both Student will demonstrate knowledge of current and historical early childhood curriculum theories and practices (key people and theories: Freud, Montessori, Piaget, Hunt, Erickson and Kohlberg)
- SP4.10 Class Student will demonstrate knowledge of community and professional resources
- SP4.11 Both Student will evaluate and adapt a variety of curriculum models
- SP4.12 Both Students will identify and evaluate resources for curriculum development
- SP4.13 Both Student will select appropriate learning materials
- SP4.14 Both Student will know developmentally appropriate practices and principles
- SP4.15 Both The student will demonstrate knowledge of child growth and development
- SP4.16 Both Student will set up a developmentally appropriate curriculum
- SP4.17 Both Student will develop, implement and evaluate a curriculum that focuses on children's needs/interests and incorporates their language, home experiences and culture
- SP4.18 Both Student will articulate the rationale for program practices
- SP4.19 Both Student will demonstrate knowledge of curriculum theories and practices
- SP4.22 Lab Student will modify activities to meet individual needs within the group
- SP4.24 Both Student will demonstrate knowledge of theories about play and states of play
- SP4.25 Lab Student will modify routines, activities and transitions as necessary
- SP4.26 Both Student will recognize bias and stereotype in children's curriculum
- 4.2.1 Both Examine child development theories and their implications for educational and childcare practices
- 4.2.2 Both Determine a variety of assessment methods to observe and interpret children's growth and development
- 4.2.4 Both Determine special needs of children
- 4.2.5 Both Put into effect strategies that promote children's growth and development
- 4.3.1 Both Examine a variety of curriculum and instructional models
- 4.3.2 Lab Implement learning activities in all curriculum areas that meet the developmental needs of children
- 4.3.3 Lab Implement an integrated curriculum that incorporates a child's language, learning styles, home experiences, and cultural values.
- 4.5.1 Both Establish developmentally appropriate guidelines for behavior
- 4.5.2 Lab Demonstrate problem-solving skills with children

Aligned Washington State Standards

Art	
Communications	
Educational Technology	
Health and Fitness	1.2 Acquires the knowledge and skills to safely participate in a variety of developmentally appropriate physical activities.
Math	3.2.1 (CCSS CC.9-12.N.Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.)
Reading	1.2.2 Apply strategies to comprehend words and ideas. (Common Core State Standards (CCSS) RI.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))
	1.3.2 Understand and apply content/academic vocabulary critical to the meaning of the text, including vocabularies relevant to different contexts, cultures, and communities
	2.1.4 Apply comprehension-monitoring strategies for informational and technical materials, complex narratives, and expositions: use prior knowledge. (CCSS RI.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.)
	2.1.5 Apply comprehension-monitoring strategies for informational and technical materials, complex narratives, and expositions: synthesize ideas from selections to make predictions and inferences. (CCSS RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.)
	2.1.6 Apply comprehension-monitoring strategies for informational and technical materials, complex narratives, and expositions: monitor for meaning, create mental images, and generate and answer questions. (CCSS RI.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.)
2.1.7 Apply comprehension-monitoring strategies for informational and technical materials, complex narratives, and expositions: determine importance and summarize the text. (CCSS RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.)	
Science	
Social Studies	
Writing	3.1 Develops ideas and organizes writing.
	3.2 Uses appropriate style.
	3.3 Knows and applies writing conventions appropriate for the grade level.
	2.1 Write for different audiences. (CCSS SL.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.)
	2.2 Write for different purposes. (CCSS W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.)
	2.3 Writes in a variety of forms/genres. (CCSS W.1 d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.)

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GRADS Curriculum Framework

Course: Establishing Healthy Families	Total Framework Hours up to: 90
CIP Code: 190726-190003 <input type="checkbox"/> Exploratory <input type="checkbox"/> Preparatory	Date Last Modified: 2011-12
Career Cluster: Health and Human Services	Cluster Pathway:

COMPONENTS AND ASSESSMENTS

Unit 1 Skills For Building Healthy Families

Performance Assessments:

Students will evaluate current health status and set health goals based on personal need. Including short term and long term goals.
 Students will illustrate their goals by creating a visual aide.
 Student goals will reflect each area of health (physical, emotional, social, psychological and spiritual).
 Students will keep a journal of health and fitness activities done outside of school (healthy meals, physical fitness activities, etc.)
 Suggested activities: Wellness Wheel, PowerPoint, Prezi, Extended Learning project.

Leadership Alignment:

FCCLA Planning, Star Events (Illustrated Talks) Student Body Project

Standards and Competencies

Standard/Unit:

- 1.1 Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community and global)
- 2.1 Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital.

Competencies

Total Learning Hours for Unit: 15

- 2.1.1 Apply management and planning skills and processes to organize tasks and responsibilities.
- 2.1.2 Analyze how individuals and families make choices to satisfy needs and wants.
- 2.1.3 Analyze decisions about providing safe and nutritious food for individuals and families.
- 2.1.6 Summarize information about procuring and maintaining health care to meet the needs of individuals and family members.
- 2.1.7 Apply consumer skills to decisions about recreation.
- 2.1.8 Apply consumer skills to acquire and maintain transportation that meets the needs of individuals and family members

Aligned Washington State Standards

Art	
Communications	3.0 The student uses communication skills and strategies to effectively present ideas and one's self in a variety of situations. (CCSS SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.)
Educational Technology	
Health and Fitness	
Math	
Reading	1.0 The student understands and uses different skills and strategies to read. (Common Core State Standards (CCSS) RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.)
	3.1 Read to learn new information. (CCSS RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.)

Science	
Social Studies	
Writing	

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COMPONENTS AND ASSESSMENTS

Unit 2 Sexual Health

Performance Assessments:

Each student will research and analyze current issues that will affect their health, including STDs and SDIs, teen pregnancy prevention, and contraception and sexual behavior. Students will also evaluate their personal risk factors using current evaluation tools. These include surveys, class discussion, personal reflection and decision-making activities. Students may also explore the issues of sexual abuse and exploitation by demonstrating their knowledge. Students will plan and participate in a teen panel to education others (students or community members) about the challenges of becoming a teen parent, etc.

Leadership Alignment:

Students will plan and participate in a teen panel to education others (students or community members) about the challenges of becoming a teen parent, etc.

<i>Standards and Competencies</i>
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Standard/Unit:

3. The student analyzes and evaluates the impact of real-life influences on health.

Competencies

Total Learning Hours for Unit: 20

- 2.2.2 Analyzes changes within the reproductive system and sexual health-care needs throughout life.
- 2.3 Understands the concepts of prevention and control of disease.
- 15.4.1 Analyze biological processes related to prenatal development, birth, and health of child and mother.

<i>Aligned Washington State Standards</i>
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Art	
Communications	1.0 The student uses listening and observation skills and strategies to gain understanding. (CCSS SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.) CCSS L.6 (Common Core State Standards (CCSS) L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.)
Educational Technology	
Health and Fitness	2.0 The student acquires the knowledge and skills necessary to maintain a healthy life: Recognizes dimensions of health, recognizes stages of growth and development, reduces health risks, and lives safely. 2.1.1 Evaluates dimensions of health and relates to personal health behaviors. 2.2.2 Understands how to maintain sexual health throughout life.
Math	
Reading	2.0 The student understands the meaning of what is read. (Common Core State Standards (CCSS) RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific

	<p>details; provide an objective summary of the text.)</p> <p>3.1 Read to learn new information (CCSS RI.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>3.1.1 Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions. (CCSS RH/SS 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.)</p>
Science	
Social Studies	
Writing	

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COMPONENTS AND ASSESSMENTS	
Unit 3 Substance Abuse	
Performance Assessments:	
Students will analyze the harmful effects of abusing drugs, alcohol, tobacco, prescription and OTC medications and develop a presentation, brochure, etc. that includes avoidance strategies and negative consequences.	
Students will set personal goals regarding decisions.	
Students will develop a project describing external support services that provide positive support and impact in addressing substance abuse.	
Students will set up an information station in conjunction with the Great American Smoke out or Kick Butts Day in a public place (school cafeteria, entryway, etc.) to educate other students about the harmful effects of tobacco, chewing tobacco and other substances.	
Students will create brochures, public service announcements, etc. that educate other parents about the harmful effects of substance abuse.	
Students will study the harmful effects of substance use/abuse on the developing fetus and/or child. They will use technology to research these topics and report their findings to the rest of the class in a presentation or visual.	
Students will complete CBA: New Student Orientation.	
Leadership Alignment:	
<i>Standards and Competencies</i>	
Standard/Unit:	
2.4 Acquires skills to live safely and reduce health risks.	
Competencies	Total Learning Hours for Unit: 20
•	
<i>Aligned Washington State Standards</i>	
Art	
Communications	1.0 The student uses listening and observation skills and strategies to gain understanding. (Common Core State Standards (CCSS) SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.)
	3.0 The student uses communication skills and strategies to effectively present ideas and one’s self in a variety of situations. (CCSS SL.1 c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.)
Educational Technology	
Health and Fitness	2.0 The student acquires the knowledge and skills necessary to maintain a healthy life: Recognizes dimensions of health, recognizes stages of growth and development, reduces health risks, and lives safely.
	2.4 Acquires skills to live safely and reduce health risks.

Math	
Reading	
Science	
Social Studies	
Writing	

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COMPONENTS AND ASSESSMENTS

**Unit 4 Community Support/Services For Parenting
Performance Assessments:**

Create a list of community resources that would support parenting and healthy children and summarize the services provided. Students will develop a project that depicts external support services they see providing positive support and impact for families.

Leadership Alignment:

- 1.1 The student will analyze, refine, and apply decision making skills through classroom, family, community, and business and industry (work related) experiences.
- 2.4 The student will demonstrate skills that assist in understanding and accepting responsibility to family, community, and business and industry.
- 3.1 The student will analyze the roles and responsibilities of citizenship
- 3.2 The student will demonstrate social responsibility in family, community, and business and industry.
- 3.3 The student will demonstrate their understanding of their role and participate and evaluate in community service and service learning.

Standards and Competencies

Standard/Unit:

15.3 Evaluate external support systems that provide services for parents.

Competencies

Total Learning Hours for Unit: 15

- 15.3.1 Assess community resources and services available to families
- 15.3.2 Appraise community resources that provide opportunities related to parenting.
- 15.3.3 Summarize current laws and policies related to parenting.

Aligned Washington State Standards

Art	
Communications	3.0 The student uses communication skills and strategies to effectively present ideas. 1.0 The student uses listening and observation skills and strategies to gain understanding.
Educational Technology	
Health and Fitness	3.2 Evaluates health and fitness information.
Math	
Reading	1.0 The student understands and uses different skills and strategies to read. (CCSS RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.) 2.0 The student understands the meaning of what is read. 3.1 Read to learn new information. (CCSS RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.) 3.1.1 Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions. (CCSS RH/SS 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.)
Science		
Social Studies	2.1	Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.
Writing	1.0	The student understands and uses a writing process.
	2.0	The student writes in a variety of forms for different audiences and purposes. (CCSS W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.)
	3.0	The student writes clearly and effectively. (CCSS L.1 b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.)

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COMPONENTS AND ASSESSMENTS	
Unit 5 Health Management	
Performance Assessments:	
<p>Working in groups, students will develop criteria using goal setting, problem solving and decision making to evaluate the accuracy and usefulness of health information re: healthcare in personal and family lives. The goal is to avoid unsafe products and fraudulent services.</p> <p>After developing appropriate criteria students will plan and present a presentation using PowerPoint or other multimedia including video, Prezi, and/or music to present their findings.</p> <p>Students will each pick a health care topic concerning their child's healthcare (shaken baby syndrome, SIDS, immunizations, well-child doctor. visits, when to call the doctor, etc.) or their own healthcare (regular doctor. appointments, immunizations, medical tests, alternative medicine, etc.) and create a visual presentation and teach other students about the topic.</p> <p>Students will study childhood safety issues for example childproofing, helmet use, car seats, sunscreen, and develop plans to implement these in their homes and report their activities on a home safety checklist.</p>	
Leadership Alignment:	
Standards and Competencies	
Standard/Unit:	
2.1 Demonstrate the management of individual and family resources including food, clothing, shelter, healthcare, recreation and transportation.	
Competencies	Total Learning Hours for Unit: 20
<ul style="list-style-type: none"> 2.1.6 Summarize information about procuring and maintaining healthcare to meet the needs of individuals and family members. 	
Aligned Washington State Standards	
Art	
Communications	1.2 Understands, analyzes, synthesizes, or evaluates information from a variety of sources (CCSS SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.)
Educational Technology	
Health and Fitness	2.2 Acquire skills to live safely.
	2.4 Acquires skills to live safely and reduce health risks.
	3.2 Evaluates health and fitness information.
Math	

Reading	3.1	Read to learn new information (CCSS RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.)
Science		
Social Studies		
Writing		

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21st Century Skills

Check those that students will demonstrate in this course:

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