Title 7: Education K-12
Part 77: Family Consumer– Career Pathway –
Family and Consumer Sciences

2014 Family and Consumer Sciences

Mississippi Department of Education

Program CIP: 19.9999 – Family and Consumer Sciences

Direct inquiries to

Instructional Design Specialist
Research and Curriculum Unit
P.O. Drawer DX
Mississippi State, MS 39762
662.325.2510

Program Coordinator
Office of Career and Technical Education
Mississippi Department of Education
P.O. Box 771
Jackson, MS 39205
601.359.3461

Published by

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Research and Curriculum Unit
Mississippi State University
Mississippi State, MS 39762

Betsey Smith, Curriculum Manager
Scott Kolle, Project Manager
Jolanda Harris, Educational Technologist

The Research and Curriculum Unit (RCU), located in Starkville, MS, as part of Mississippi State University, was established to foster educational enhancements and innovations. In keeping with the land grant mission of Mississippi State University, the RCU is dedicated to improving the quality of life for Mississippians. The RCU enhances intellectual and professional development of Mississippi students and educators while applying knowledge and educational research to the lives of the people of the state. The RCU works within the contexts of curriculum development and revision, research, assessment, professional development, and industrial training.

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Acknowledgments

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Dr. Carey M. Wright, State Superintendent of Education
Dr. O. Wayne Gann, Chair
Mr. Howell "Hal" N. Gage, Vice Chair
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Jo Ann Watts, Instructional Design Specialist for the Research and Curriculum Unit at Mississippi State University researched and authored this framework. jo.watts@rcu.msstate.edu

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Standards

Standards are superscripted in each unit and are referenced in the appendices. Standards in the *Family and Consumer Sciences Curriculum Framework and Supporting Materials* are based on the following:

National Standards for Family and Consumer Sciences Education

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Developed by National Association of State Administrators of Family and Consumer Sciences (NASAFACS)

http://nasafacs.org/national-standards--competencies.html

Common Core State Standards Initiative
The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy. Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved. States and territories of the United States as well as the District of Columbia that have adopted the Common Core State Standards in whole are exempt from this provision, and no attribution to the National Governors Association Center for Best Practices and Council of Chief State School Officers is required.
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21st Century Skills and Information and Communication Technologies Literacy Standards
In defining 21st-century learning, the Partnership for 21st Century Skills has embraced five content and skill areas that represent the essential knowledge for the 21st century: global awareness; civic engagement; financial, economic, and business literacy; learning skills that encompass problem-solving, critical-thinking, and self-directional skills; and information and communication technology (ICT) literacy.

Preface

Secondary career and technical education programs in Mississippi face many challenges resulting from sweeping educational reforms at the national and state levels. Schools and teachers are increasingly being held accountable for providing true learning activities to every student in the classroom. This accountability is measured through increased requirements for mastery and attainment of competency as documented through both formative and summative assessments.

The courses in this document reflect the statutory requirements as found in Section 37-3-49, *Mississippi Code of 1972*, as amended (Section 37-3-46). In addition, this curriculum reflects guidelines imposed by federal and state mandates (Laws, 1988, Ch. 487, §14; Laws, 1991, Ch. 423, §1; Laws, 1992, Ch. 519, §4 eff. from and after July 1, 1992; Carl D. Perkins Vocational Education Act IV, 2007; and No Child Left Behind Act of 2001).

Mississippi Teacher Professional Resources

The following are resources for Mississippi teachers.

Curriculum, Assessment, Professional Learning, and other program resources can be found at The Research and Curriculum Unit's website: http://www.rcu.msstate.edu

Learning Management System: An online resource

Learning Management System information can be found at the RCU's website, under Professional Learning.

Should you need additional instructions, please call 662.325.2510.

My PLC: An online registration for all professional-development sessions

To register for any session, teachers will need an account in the registration system, MyPLC, https://myplc.rcu.msstate.edu. To create an account, click on the link and navigate to the "Request a Guest ID" link. The ID should be the teacher's first initial and last name and the last four (4) digits of the social security number. Teachers should complete the entire form, which will then be sent to a secure server. Upon activation of the teacher's account, he or she will receive an e-mail with login instructions. The teacher may then browse for the available sessions and register for the desired courses.

Should you need additional instructions, please call 662.325.2510.

Executive Summary

Program Description

Family and Consumer Sciences (FCS) education in Mississippi consists of the CORE program and specific career and technical programs. The CORE program prepares students for living in the real world and helps them develop leadership, problem-solving, decision-making, critical thinking, communication, computer, and mathematical skills. The specific career and technical programs focus on career exploration and gaining the skills in a specific profession for entry-level employment or continuation of education. FCS education enhances the leadership potential and essential life skills of its students and encourages life-long learning.

Industry Certification

National Standards for Family and Consumer Sciences Education

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Developed by National Association of State Administrators of Family and Consumer Sciences (NASAFACS)
http://nasafacs.org/national-standards--competencies.html

Assessment

The latest assessment blueprint for the curriculum can be found at

http://www.rcu.msstate.edu/Curriculum/CurriculumDownload.aspx

Student Prerequisites

In order for students to be able to experience success in the program, the following student prerequisites are suggested:

1. C or higher in English (the previous year)
2. C or higher in Math (last course taken or the instructor can specify the math)
3. Instructor Approval and TABE Reading Score (eighth grade or higher)

or

1. TABE Reading Score (eighth grade or higher)
2. Instructor Approval

or

1. Instructor Approval

Academic Credit

The latest academic credit information can be found at https://www.rcu.msstate.edu/MDE/PathwaystoSuccess.aspx. Once there, click the "*Counselor Resources*" Tab, then click "*Curriculum Enhancement List.*" Check this site often as it is updated frequently.

Teacher Licensure

The latest teacher licensure information can be found at http://www.mde.k12.ms.us/educator-licensure

Professional Learning

If you have specific questions about the content of any of training sessions provided, please contact the Research and Curriculum Unit at 662.325.2510.

Course Outlines

This curriculum consists of four half-credit courses.

1. **Family Dynamics – Course Code: 20.0121**
2. **Nutrition and Wellness – Course Code: 20.0130**
3. **Child Development – Course Code: 20.0122**
4. **Resource Management – Course Code: 20.0129**

Course Description: Family Dynamics

Family Dynamics is a course that develops skills related to personal, family, and social issues. It includes instruction in dimensions of adolescent development, family decisions and responsibilities, social decisions and responsibilities, and management of family systems in today's society. (Grades 9–12, 1 Semester, 0.5 Carnegie Unit)

Course Description: Nutrition and Wellness

Nutrition and Wellness is a course that develops skills related to proper nutrition and the concept of overall wellness. It includes instruction in nutrition, exercise and diet, healthy food choices, meal preparation, and components for a healthy lifestyle. (Grades 9–12, 1 Semester, 0.5 Carnegie Unit)

Course Description: Child Development

Child Development is a course that develops skills related to physical, social, intellectual, and emotional development of the child. It includes instruction on considerations for parenthood, prenatal care, child growth and development, behavior management, needs of exceptional children, and career opportunities. (Grades 9–12, 1 Semester, 0.5 Carnegie Unit)

Course Description: Resource Management

Resource Management is a course that addresses the identification and management of personal resources and family finances to meet the needs and wants of individuals and families throughout the family life cycle, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors. (Grades 9–12, 1 Semester, 0.5 Carnegie Unit)

Family Dynamics —Course Code: 20.0121

Unit	Unit Name	Hours
1	Orientation	1
2	Discovering You	20
3	Discovering Relationships	20
4	Discovering Family Growth	20
5	Discovering Career Opportunities	9
Total		70

Nutrition and Wellness —Course Code: 20.0130

Unit	Unit Name	Hours
1	Orientation and Lab Safety	6
2	Meal Planning and Preparation	25
3	Exercise and Diet	5
4	Sciences of Food	18
5	Healthy Food Choices	6
6	Home Food Preservation	3
7	Global Cuisine	4
8	Careers in Nutrition and Wellness	4
Total		71

Child Development —Course Code: 20.0122

Unit	Unit Name	Hours
1	Orientation	1
2	Considerations for Parenthood	15
3	Child Growth and Development	30
4	Behavior Guidance for Children	15
5	Career Opportunities in Child Development	9
Total		70

Resource Management—Course Code: 20.0129

Unit	Unit Name	Hours
1	Orientation	1
2	Developing Decision-Making Skills	12
3	Managing Personal Finances	40

4	Protecting the Role of the Consumer	10
5	Careers in Resource Management	7
Total		70

Research Synopsis

Introduction

Information listed at the end of each course was considered during the revision process. The American Association of Family and Consumer Sciences (AAFCS) content was especially useful in providing insight into trends and issues in the field. These references are suggested for use by instructors and students during the study of the topics outlined. Industry advisory team members from colleges throughout the state were asked to submit changes to be made to the curriculum framework. Educators and Industry indicate that the soft skills needed in this program include the following traits: maintaining a positive attitude, being at work every day and on time, and having reading and writing skills related to the family and consumer sciences field.

Needs of the Future Workforce

Data for this synopsis were compiled from the Mississippi Department of Employment Security (2013). As defined by the AAFCS, the field of family and consumer sciences "is the comprehensive body of skills, research, and knowledge that helps people make informed decisions about their well-being, relationships, and resources to achieve optimal quality of life" (AAFCS, 2013). Working well with people is an essential aspect of successful professionals in this field. The Family Consumer Science program offers students an introduction to a wide variety of occupations ranging from social work and counseling to the food and fashion industries, as seen in Table 1.1 below.

Employment

Table 1.1: Current and Projected Occupation Report

Description	Jobs, 2010	Projected Jobs, 2020	Change (Number)	Change (Percent)	Average Hourly Earning
Billing and Posting Clerk	3,710	4,010	300	8.1	$13.69
Child Care Workers	4,920	5,330	410	8.3	$8.73

Child, Family, and School Social Workers	5,640	6,000	360	6.4	$15.97
Combined Food Preparation and Serving Workers, Including Fast Food	9,250	10,070	820	8.9	$8.32
Dietitians and Nutritionists	730	810	80	11.0	$24.17
Educational, Vocational, and School Counselors	1,940	2,270	330	17.0	$22.67
Loan Officers	2,150	2,470	320	14.9	$27.71
Mental Health Counselors	320	390	70	21.9	$16.97
Payroll and Timekeeping Clerks	1,570	1,680	110	7.0	$15.50
Personal and Home Care Aides	2,590	4,060	1,470	56.8	$8.45
Personal Financial Advisor	480	570	90	18.8%	$39.78
Procurement Clerks	430	460	30	7.0	$18.43
Recreation Workers	1,760	1,960	200	11.4	$11.91
Social and Community Service Managers	1,570	1,700	130	8.3	$20.64

Source: Mississippi Department of Employment Security; www.mdes.ms.gov (accessed November 13, 2013).

Perkins IV Requirements

Curriculum Content

Summary of Standards

The following national standards were referenced in each course of the curriculum:

American Association of Family and Consumer Sciences, Education

National Standards for Family and Consumer Sciences Education

CTB/McGraw-Hill LLC Tests of Adult Basic Education, forms 9 and 10 Academic Standards

21st Century Skills

Industry and instructor comments, along with current research, were considered by the curriculum team during the revision process, and changes were made as needed and appropriate. Many of the skills and topics noted in the research were already included in the curriculum framework.

Transition to Postsecondary Education

The latest articulation information for Secondary to Postsecondary can be found at the Mississippi Community College Board (MCCB) website http://www.mccb.edu/

Best Practices

Innovative Instructional Technologies

Recognizing that today's students are digital learners, the classroom should be equipped with tools that will teach them in the way they need to learn. The Family Consumer Science teacher's goal should be to include teaching strategies that incorporate current technology. It is suggested that each classroom house a classroom set of desktop student computers and one teacher laptop. To make use of the latest online communication tools, such as wikis, blogs, and podcasts, the classroom teacher is encouraged to use a learning management system.

Differentiated Instruction

Students learn in a variety of ways. Some are visual learners, needing only to read information and study it to succeed. Others are auditory learners, thriving best when information is read aloud to them. Still others are tactile learners, needing to participate actively in their learning experiences. Add the student's background, emotional health, and circumstances, and a very unique learner emerges. To combat this, the Family Consumer Science curriculum is written to include many projects which allow students to

choose the type of product they will produce or determine how to perform a certain task. By encouraging various teaching and assessment strategies, students with various learning styles can succeed.

Career and Technical Education Student Organizations

There are student organizations for students that would be relevant to this curriculum. Teachers are encouraged to charter one of these organizations if one is not already available to students. The suggested organization for this course is FCCLA. Contact information for this and other related organizations is listed under "Professional Organizations" in this document.

Cooperative Learning

Cooperative learning can help students understand topics when independent learning cannot. Therefore, you will see several opportunities in the Family Consumer Sciences curriculum for group work. To function in today's workforce, students need to be able to work collaboratively with others and solve problems without excessive conflict. The Family Consumer Sciences curriculum provides opportunities for students to work together and help each other to complete complex tasks.

Conclusions

Based on the previous information, the Family Consumer Science curriculum will be filled with opportunities to develop workforce skills. Widely used teaching strategies such as cooperative learning, problem-based learning, and demonstration will also be included. These will help to prepare students for the hands-on instruction they will likely receive upon entering the workforce.

Professional Organizations

American Association of Family and Consumer Sciences, http://www.aafcs.org/

Mississippi Association of Family and Consumer Sciences, http://msafcs.org/

National Association of Teachers of Family and Consumer Science, http://www.natfacs.org/

Using This Document

Suggested Time on Task
This section indicates an estimated number of clock hours of instruction that should be required to teach the competencies and objectives of the unit. A minimum of 140 hours of instruction is required for each Carnegie unit credit. The curriculum framework should account for approximately 75–80% of the time in the course.

Competencies and Suggested Objectives
A competency represents a general concept or performance that students are expected to master as a requirement for satisfactorily completing a unit. Students will be expected to receive instruction on all competencies. The suggested objectives represent the enabling and supporting knowledge and performances that will indicate mastery of the competency at the course level.

Integrated Academic Topics, 21st Century Skills and Information and Communication Technology Literacy Standards, ACT College Readiness Standards, and Technology Standards for Students
This section identifies related academic topics as required in the Subject Area Testing Program (SATP) in Algebra I, Biology I, English II, and U.S. History from 1877, which are integrated into the content of the unit. Research-based teaching strategies also incorporate ACT College Readiness standards. This section also identifies the 21st Century Skills and Information and Communication Technology Literacy skills. In addition, national technology standards for students associated with the competencies and suggested objectives for the unit are also identified.

References
A list of suggested references is provided for each unit. The list includes some of the primary instructional resources that may be used to teach the competencies and suggested objectives. Again, these resources are suggested, and the list may be modified or enhanced based on needs and abilities of students and on available resources.

Family Dynamics
Unit 1: Orientation

Competencies and Suggested Objectives
1. Describe local high school or career/technical center policies and procedures including dress code, attendance, academic requirements, discipline, lab rules and regulations, and transportation regulations. DOK1, FCS2, FCS3, FCS4, DCS5, FCS7, FCS8, FCS9. a. Give a brief overview of the course. Explain to students what Family Consumer Sciences (FCS) is, why it is important, and how it will be delivered.
2. Explore leadership skills and personal development opportunities provided students by student organizations, including FCCLA. DOK1, FCS2, FCS3, FCS4, DCS5, FCS7, FCS8, FCS9. a. Demonstrate effective teambuilding and leadership skills. b. Practice appropriate work ethics.

Scenario

No scenario is necessary for the Orientation Unit.

Unit 2: Discovering You

Competencies and Suggested Objectives
1. Explore personality development in relation to one's self and others. DOK3, FCS 6.1, FCS 6.2, FCS 13.1, FCS 13.2, FCS 13.3, FCS 13.4, FCS 13.5, FCS 13.6 a. Identify forces that shape personality development including personality traits, heredity and environment. b. Explain how self-concept influences a person's behavior and relationships with others. c. List ways to improve self-esteem.
2. Identify personal traits that build character. DOK1, FCS6.1, FCS 13.1, FCS 13.3, FCS 14.2 a. Describe positive character traits such as honesty, self-discipline, responsibility, compassion, motivation, perseverance. b. Explain how a person's character is revealed by his or her behavior. c. Identify a list of responsibilities that helps teens to become responsible adults.

Scenario

Unit 2

You have a very important history project that is due tomorrow, and you have not even started it yet. You plan on spending several hours doing it tonight when you get home after practice, when your friend suddenly asks you to go to a baseball game tonight. Your friend won tickets to your favorite team and wants you to go with them. You need to get the project done because you have a D average in history right now, but you really want to go to the concert with your friend. Use the acronym below to explore your options and their consequences.

DEFINE THE PROBLEM,
EXPLORE THE ALTERNATIVES:
CONSIDER THE CONSEQUENCES:
IDENTIFY YOUR VALUES:
DECIDE & ACT: What would your decision be?

Attachments for Scenario

None

Unit 3: Discovering Relationships

Competencies and Suggested Objectives
1. Compare and contrast communication techniques. DOK1, FCS 6.2 a. Explore communication with sensitivity to anti-bias, gender, equity, age, culture, and ethnicity. b. Discuss social etiquette/netiquette, dangers, and consequences of technology usage. c. Identify the types of communication, including verbal and nonverbal forms. d. Demonstrate positive approaches to communication. ("I" messages vs. "You" messages)
2. Identify types of peer relationships and expectations. DOK1, FCS 6.1, FCS 6.2, FCS 13.1, FCS 13.2, FCS 13.3, FCS 13.4, FCS 13.6 a. Describe the qualities of friendship. b. Identify ways to maintain and improve friendships. c. Evaluate techniques for effectively dealing with peer pressure. d. Analyze ways to build peer relationships.
3. Recognize the functions of dating. DOK2, FCS 6.1, FCS 13.1, FCS 13.2, FCS 13.3, FCS 13.4, FCS 13.6 a. Identify patterns in a dating relationship. b. Discuss challenges associated with dating. c. Practice interpersonal skills related to dating. d. Explore the advantages of delayed dating.
4. Explore the concepts of love and commitment. DOK2, FCS 6.1, FCS 6.2, FCS 13.1, FCS 13.2, FCS 13.4, FCS 13.5 a. Discuss misconceptions regarding love and commitment. b. Identify factors to consider in selecting a partner. c. Describe issues that should be discussed before commitment. d. Specify factors that contribute to a successful marriage. e. Practice decision-making skills needed in a marital relationship related to topics such as budget, recreation, housing, other friends, and children. f. Explore patterns of adjustment: interpersonal, social, and financial.

Scenario

Due to the extensive content of the unit, no scenario is needed. Refer to the teaching strategies in the resource document.

Unit 4: Discovering Family Growth

Competencies and Suggested Objectives
1. Examine the criteria for creating a family. DOK2, FCS 6.1, FCS 6.2, FCS 13.1, FCS 13.2, FCS 13.6 a. Identify issues that should be discussed before starting a family to include physical, social, emotional, financial, and legal responsibilities. b. Explain the impact of parenting on one's life goals.
2. Evaluate the dynamics involved in preserving the family as a unit. DOK2, FCS2, FCS3, FCS4, DCS5, FCS7, FCS8, FCS9. a. Describe the family system to include all stages. b. Explain the functions of a family to include nurturing, economic, social, and intellectual support. c. Analyze factors that make strong families including commitment, communication, and decision making. d. Describe a successful family support system and its value.
3. Develop coping techniques for individuals dealing with crisis in the family. DOK2, FCS2, FCS3, FCS4, DCS5, FCS7, FCS8, FCS9, FCS10, FCS11, FCS12, FCS13, FCS14, FCS15, FCS16 a. Define the types of crises that families face. b. Locate resources that assist individuals and families in crisis situations. c. Identify appropriate solutions for individuals in family crises.
4. Examine factors of balancing work and family. DOK2, FCS2, FCS3, FCS4, DCS5, FCS7, FCS8, FCS9, FCS10, FCS11, FCS12, FCS13, FCS14, FCS15, FCS16 a. Describe two kinds of work that families do. b. Explain how attitudes about whom does the work in a family have changed over the years. c. Summarize ways in which jobs affect family life and vice versa.
5. Explore the aspects of domestic violence. DOK2, FCS2, FCS3, FCS4, DCS5, FCS7, FCS8, FCS9, FCS10, FCS11, FCS12, FCS13, FCS14, FCS15, FCS16 a. Identify types of domestic violence. b. Discuss warning signs of violence. c. Identify preventive measures and intervention skills.

Scenario

Unit 4

Students should prepare a family tree that includes at least four generations with the student being the most recent. Birth dates, death dates, and place of birth should be included for each family member on the tree. Information for the tree should be gained from interviews with family members.

The student should use creative methods in order to develop and interesting family tree visual on poster board. Each student will also prepare an oral presentation to present his or her project to fellow class members.

Note for teacher: Talk with your English department to determine your school's required elements for essays. Ask the English department to help you evaluate the essays in order to create an academic and career technical integration opportunity.

Use the FCCLA Star Event Illustrated Talk rubric to evaluate the oral presentation. (Doing so integrates FCCLA expectations into your curriculum. This scenario can be used as the basis for a Families First competitive event.)

Attachments for Scenario

None

Refer to the rubric in the teacher resources document found on the RCU Curriculum Download page: www.rcu.msstate.edu/Curriculum/CurriculumDownload.aspx

Unit 5: Discovering Career Opportunities

Competencies and Suggested Objectives
1. Describe the role of decision making in setting and attaining goals. DOK1, FCS 13.4, FCS 13.5, FCS 13.6 a. Recognize the importance of setting and attaining goals. b. Define short-range and long-range goals. c. List the steps in the decision-making process. d. Design goals and strategies for reaching one's potential
2. Describe employment opportunities and responsibilities. DOK1, FCS 13.4, FCS 13.5, FCS 13.6 a. Analyze potential earnings, employee benefits, job availability, working conditions, educational requirements, required technology skills, and continuing education/training. Careers may include: teacher, Family Counselor, or Youth Director. b. Discuss resumé development. c. Demonstrate interview skills. (dress, professionalism, punctuality) d. Describe how proper etiquette and social skills improve employability e. Specify basic employee responsibilities and appropriate work ethics. f. Define effective relationship skills and workplace issues, including, but not limited to, sexual harassment, bullying, stress, and substance abuse. Note: If objectives b-f have been taught in a previous course, instruction will be for review and reinforcement.

Scenario

Due to the extensive content of the unit, no scenario is needed. Refer to the teaching strategies and resource document.

Attachments for Scenario

None

Refer to the presentation rubric in the teacher resources document found on the RCU Curriculum Download page: www.rcu.msstate.edu/Curriculum/CurriculumDownload.aspx

Student Competency Profile

Student's Name: _____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

Unit 1: Orientation	
1.	Describe local high school or career/technical center policies and procedures including dress code, attendance, academic requirements, discipline, lab rules and regulations, and transportation regulations.
2.	Explore leadership skills and personal development opportunities provided students by student organizations, including FCCLA.
Unit 2: Discovering You	
1.	Explore personality development in relation to one's self and others
2.	Identify personal traits that build character.
Unit 3: Discovering Relationships	
1.	Compare and contrast communication techniques.
2.	Identify types of peer relationships and expectations.
3.	Recognize the functions of dating.
4.	Explore the concepts of love and commitment.
Unit 4: Discovering Family Growth	
1.	Examine the criteria for creating a family.
2.	Evaluate the dynamics involved in preserving the family as a unit.
3.	Develop coping techniques for individuals dealing with crisis in the family.
4.	Examine factors of balancing work and family.
5.	Explore the aspects of domestic violence.
Unit 5: Discovering Career Opportunities	
1.	Describe the role of decision-making in setting and attaining goals.
2.	Describe employment opportunities and responsibilities.

Nutrition and Wellness
Unit 1: Orientation and Lab Safety

Competencies and Suggested Objectives
1. Describe local high school or career/technical center policies and procedures including dress code, attendance, academic requirements, discipline, lab rules and regulations, and transportation regulations. DOK1. a. Give a brief overview of the course. Explain to students what Family Consumer Sciences (FCS) is, why it is important, and how it will be delivered.
2. Explore leadership skills and personal development opportunities provided students by student organizations including FCCLA. DOK1 FCS2, FCS3, FCS4, DCS5, FCS7, FCS8, FCS9 a. Demonstrate effective teambuilding and leadership skills. b. Practice appropriate work ethics.
3. Analyze how vital safety is in foods lab. DOK 1 FCS2, FCS3, FCS4, DCS5, FCS7, FCS8, FCS9 a. Identify the location and purpose of accident reports. b. List ways to use protective clothing and equipment to prevent injuries.
4. Implement safe work habits to prevent injuries (ongoing). DOK 2 FCS2, FCS3, FCS4, DCS5, FCS7, FCS8, FCS9 a. Classify fire hazards that contribute to accidental fires and the extinguishers used for each. b. Describe the ways to prevent and treat burns. c. List hazards that contribute to injury due to slips, trips, or falls. d. Demonstrate the proper use of ladders, stepstools, etc. e. Demonstrate proper lifting and carrying procedures to avoid injury. f. Demonstrate correct and safe use of knives, including handling, walking, passing, washing, and storing. g. Utilize sanitation rules and guidelines. h. Identify methods that prevent food-borne illnesses and contamination. i. Identify the danger zone. j. Define cross contamination. k. Explain the safe use and care of kitchen equipment.
5. Explain emergency techniques and procedures. DOK 1 FCS2, FCS3, FCS4, DCS5, FCS7, FCS8, FCS9 a. Describe basic first-aid concepts and procedures for choking, cuts, burns, falls, strains, electrical shocks, and heart attacks.

Scenario

Unit 1

Safety Plan:

As the food and beverage manager for a large restaurant and banquet facility, you are responsible for the safety and well-being of food handlers, serving staff, maintenance staff, administrators, and guests using your restaurant and banquet facility every day. Develop an outline of a comprehensive safety plan for your facility.

Attachments for Scenario

None

Refer to the presentation rubric in the teacher resources document found on the RCU Curriculum Download page: www.rcu.msstate.edu/Curriculum/CurriculumDownload.aspx

Unit 2: Meal Planning and Preparation

Competencies and Suggested Objectives
1. Identify food preparation tools and equipment and their use. DOK 1,FCS2, FCS3, FCS9 a. Describe food preparation tools and equipment. b. Demonstrate the use of food preparation tools and equipment.
2. Demonstrate the proper procedures for measuring ingredients. DOK 1, FCS2, FCS3, FCS9 a. Apply proper procedures for measuring ingredients. b. Apply basic math skills in calculating conversions of measurements to equivalents.
3. Evaluate procedures that preserve nutritional quality, sanitation, and safety during food preparation. DOK 2, FCS2, FCS3, FCS9 a. Identify major bacteria, viruses, and molds that cause food-borne illnesses. b. Describe how bacteria, viruses, and molds make food unsafe. c. Discuss steps to follow in handling and storing foods to protect nutritional quality and food safety.
4. Prepare and critique food products. DOK 2,FCS2, FCS3, FCS9 a. Interpret recipe terminology and the importance of preparation. b. Prepare and/or critique food products using regular and low fat recipes. c. Prepare and/or critique food products using two or more cooking methods. d. Prepare and/or critique food products comparing convenience versus scratch methods.
5. Demonstrate proper social etiquette. DOK 2, FCS2, FCS3, FCS9 a. Discuss table service to include formal and informal service. b. Demonstrate basic table setting techniques. c. Demonstrate proper table manners.

Scenario

Homework: Each student is to prepare a food item from this unit at home. In class, students are not always given the opportunity to plan, prepare and evaluate a recipe independently. This home assignment will give the student another opportunity to practice techniques that he or she learned in class. It will give the family an opportunity to benefit from their cooking and will help the student to become more efficient in his or her own kitchen.

For this unit, the student will identify the nutritional needs for individuals as a child, adolescent, teen athlete, adult, and aging adult as recommended by ChooseMyPlate. The student will identify how a good diet with proper nutrition will help prevent or control health concerns associated with anemia, colon and rectal cancer, osteoporosis, diabetes and heart disease. The students will select one of the topics from the above list and research the topic as related to the student's chosen aging and nutritional needs. The student will prepare, at home, a recipe that addresses the specific needs of his/her chosen topic. The student will present his or her findings to the class using a power point presentation.

Upon submitting the assignment, the student needs to include the recipe used, an evaluation of the recipe, and a copy of the form below. All items should be submitted by the assigned due date with a parent/guardian's signature, comments (if any), and a notation indicating whether or not the student cleaned up after themselves.

Food Item prepared** _____
(Include recipe if not given out in class)
Student's Evaluation: (Respond with yes or no.)
_____ 1. Did you assemble all ingredients first?
_____ 2. Did you clean up the kitchen after preparing the food?
_____ 3. Was the final result satisfactory?
_____ 4. Did the family enjoy the food prepared? Explain why or why not.
_____
_____
5. What would you do differently the next time you prepare this recipe?
_____
_____
Parent/Guardian Evaluation: (Respond with yes or no.)
_____ 6. Did the student make this recipe by him or herself?
_____ 7. Was the product satisfactorily prepared?
_____ 8. Did the student clean up by him or herself?
_____ 9. Has your student improved in clean-up and their general food preparation habits and skills?
10. Your comment's regarding this home assignment: _____
_____
_____
_____ _____

Parent/Guardian Signature and Date Prepared

**Take small sample of the food prepared, put it into a food storage bag, and staple it to this paper as part of this assignment's requirements.
Home Assignment Grade
Identified food prepared from specific unit, 5 pts. _____
Identified written recipe (if not given in class), 5 pts. _____
Completed student evaluation 10 pts. _____
Completed parent evaluation/signature/date 10 pts. _____
Sample of food attached 10 pts. _____
===== ======
Total points possible for each home assignment
if turned in on time and completed correctly. 40 pts._____
5 points will be deducted for every day late!

Attachments for Scenario

None

Unit 3: Exercise and Diet

Competencies and Suggested Objectives
1. Understand the role of energy in well-being and performance. DOK1, FCS1, FCS2, FCS7, FCS8, FCS9, FCS10, FCS11, FCS12, FCS13, FCS16 a. Determine energy needs to maintain optimal health. b. Explain factors that increase or decrease energy usage by the body.
2. Describe the effects of body weight on overall wellness. DOK1, FCS1, FCS2, FCS7, FCS8, FCS9, FCS10, FCS11, FCS12, FCS13, FCS16 a. Define terms related to body weight including ideal body weight, overweight, obesity, and underweight. b. Analyze factors that affect body weight including physical, emotional, psychological, and hereditary factors. c. Research the risks associated with weight problems.
3. Evaluate methods of weight control. DOK2, FCS1, FCS2, FCS7, FCS8, FCS9, FCS10, FCS11, FCS12, FCS13, FCS16 a. Discuss the roles of diet and physical activity as keys to weight control. b. Determine whether a weight loss or weight gain program is nutritionally sound and effective. c. Discuss the effectiveness of various medications in weight control.
4. Understand malnutrition and its effect on wellness. DOK1, FCS1, FCS2, FCS7, FCS8, FCS9, FCS10, FCS11, FCS12, FCS13, FCS16 a. Explain the consequences of malnutrition at different stages of growth and development. b. Define the common types of eating disorders. c. Discuss nutritional problems common to adolescents.
5. Describe the concept of personal fitness. DOK1, FCS1, FCS2, FCS7, FCS8, FCS9, FCS10, FCS11, FCS12, FCS13, FCS16 a. Explain terms related to personal fitness including health, wellness, functional health, physically active lifestyle, and sedentary lifestyle. b. Explain the difference between exercise and physical fitness. c. Discuss attitudes and beliefs about physical fitness including lack of time, poor physical condition, high percentage of body fat, unrealistic physical fitness goals or expectations, lack of knowledge about physical fitness, and negative experiences with physical activity.
6. List health risk factors and their effect on personal fitness. DOK1, FCS1, FCS2, FCS7, FCS8, FCS9, FCS10, FCS11, FCS12, FCS13, FCS16 a. Identify health risk factors including age, heredity, gender, smoking, hypertension, high blood cholesterol, diabetes, hypokinetic lifestyle, stress, and obesity. b. Evaluate the risk factors associated with various lifestyle diseases such as cardiovascular disease, hypertension, cancer, and diabetes. c. Discuss problems associated with smoking, including cardiovascular disease, lung cancer, throat and mouth cancer, birth defects, hypertension, chronic bronchitis, shorter life span, and premature wrinkling of the skin.
7. Understand the role of exercise in maintaining a lifelong program of physical fitness.

DOK1, FCS1, FCS2, FCS7, FCS8, FCS9, FCS10, FCS11, FCS12, FCS13, FCS16

a. Explain how obtaining or maintaining physical fitness can benefit each of the following: physical appearance, self-esteem, stress, academic performance, life expectancy, and health care-costs.
b. Discuss the suitability of various safe physical activities for different stages of the life cycle.
c. List reasons for having a medical examination before beginning a personal fitness program.
d. Evaluate current level of physical activity as related to overall health and well-being.
e. Demonstrate the use of selected physical exercise equipment.

8. Discuss the concepts of body composition in relation to personal fitness. DOK1, FCS1, FCS2, FCS7, FCS8, FCS9, FCS10, FCS11, FCS12, FCS13, FCS16

a. Identify the concepts of body type and body composition.
b. Compare the relationship between body composition and the risk of developing chronic diseases in adults.
c. Describe the use of body composition evaluations including height/weight chart, body circumference, skinfold, and medical/laboratory methods.

Scenario

Vera is a fifteen year old girl; she lives with her mother and two brothers, Brad and Lee. Their father is in the military and is stationed overseas. Their mother works full time and is also taking night classes. Vera is in charge of watching her brothers and preparing their meals while her mother is working and in school. Vera has decided that she needs to lose some weight since she weighs 155.5 and is 5'5." (A weight chart shows her as at risk for being overweight.) She also wants to begin an exercise program that she can do at home. Create a one-week meal plan of healthy meals and exercise for Vera. Show the calories she would consume and burn. List exercises that she could do in her house or backyard.

Attachments for Scenario
Resources:

http://pediatrics.about.com

http://justfacs.com/

http://www.choosemyplate.gov/

Unit 4: Science of Food

Competencies and Suggested Scenarios
1. Explain the connection between nutrition and wellness. DOK 2, FCS2, FCS5, FCS7, FCS8, FCS9, FCS10, FCS11, FCS16 a. Define nutrition and wellness. b. Discover how healthy food choices influence wellness.
2. Describe the classes and types of nutrients. DOK 2, FCS2, FCS5, FCS7, FCS8, FCS9, FCS10, FCS11, FCS16 a. Identify the six major classes of nutrients. b. Distinguish between organic and inorganic nutrients. c. Identify food sources for each class of nutrients. d. Distinguish between fat soluble and water soluble vitamins. e. Describe the proper use of non-food sources of nutrients. f. Distinguish between saturated and unsaturated fatty acids.
3. Describe the various functions of the six classes of nutrients. DOK 2, FCS2, FCS5, FCS7, FCS8, FCS9, FCS10, FCS11, FCS16 a. Identify the functions of carbohydrates in the body. b. Identify the functions of fats in the body. c. Identify the functions of proteins in the body. d. Identify the functions of water in the body. e. Identify the functions of vitamins in the body. f. Identify the functions of minerals in the body.
4. Explain the processes of digestion, absorption, and metabolism. DOK 2, FCS2, FCS5, FCS7, FCS8, FCS9, FCS10, FCS11, FCS16 a. Identify the organs involved in digestion. b. Describe the stages of digestion. c. Explain the process of absorption

Scenario

Ben and Geri (male and female, respectively) are 16 year old twins. They both play sports at their high school; Ben plays football, and Geri plays soccer. Because their parents work full time, they eat fast food for most evening meals. Their favorites are tacos, burgers, pizza, and fried chicken strips. Their coaches have mentioned that they each need to eat healthfully if they want to be a vital part of their teams this season. Create a balanced daily meal plan for each twin that includes the correct amount of calories and nutrients needed for optimal energy level. The meal plan should be for 3 meals plus snacks for 5 days.

Attachments for Scenario

Resources:

http://justfacs.com/

http://www.choosemyplate.gov/

Unit 5: Healthy Food Choices

Competencies and Suggested Objectives
1. Plan menus for individual and groups. DOK 1, FCS2, FCS5, FCS7, FCS8, FCS9, FCS10, FCS11, FCS16 a. Explain the web site ChooseMyPlate.gov. b. Analyze existing menus for nutrition and acceptability. c. Identify the factors to consider when planning menus for individuals and groups. d. Develop menus for individuals and groups considering various factors. e. Demonstrate appropriate portion size.
2. Apply acceptable food purchasing guidelines. DOK 3, FCS2, FCS5, FCS7, FCS8, FCS9, FCS10, FCS11, FCS16 a. Identify the steps to follow when purchasing food. b. Compare costs, services, and other factors among different types of food stores, including grocery stores, convenience stores, food co-ops, warehouses, specialty stores, and government distribution agencies. c. Critique food labels for nutritional content. d. Apply basic math skills to compute cost of food per serving. e. Compare the costs and acceptability of commercially prepared foods versus home prepared foods. f. Discuss the government agencies responsible for assuring safety of the food supply.

Scenario

The Prom Committee is fixing punch for the prom. There are 300 people at the prom. Half will drink 2 servings of punch and half will drink 3 servings of punch. One serving size is 9 ounces. Here is the recipe:

Yellow Yummy Punch
Yield: 30 punch cup servings (9 oz. each)
Ingredients:
One large white grape juice (64 oz.), costing $ 2.89 for 64 oz. bottle
1/3 can of dry lemonade mix (18 oz. can), costing 3.19 for 18 oz. can
Two 2-liter ginger ale (each 2 liter has 67.6 oz.), costing .87 for one 2 liter bottle

(Remember, if you have part of a container/recipe then you will need to round up.)

How many recipes of the punch will the committee need to make? _____

How many bottles of white grape juice does the committee need to buy? _____

How many cans of dry lemonade mix does the committee need to buy? _____

How many 2 liters of ginger ale does the committee need to buy? _____

How much will each recipe of punch cost?_____ (without sales tax added)

What will be the total cost of all the ingredients? (Be sure to include sales tax)

_____

Do NOT use a calculator. Show all your computations.

Attachments for Scenario

None

Unit 6: Home Food Preservation

Competencies and Suggested Scenarios
1. Discuss benefits of home food preservation. DOK 1, FCS2, FCS5, FCS7, FCS8, FCS9 a. Analyze health benefits of home food preservation. b. Compare costs of home food preservation c. Determine factors that cause food spoilage.
2. Describe the common forms of food preservation. DOK 1, FCS2, FCS5, FCS7, FCS8, FCS9 a. Explain different methods of freezing food. b. Demonstrate various methods of home canning. c. Discuss ways to dehydrate foods. d. Identify methods of commercial food preservation

Scenario

Carly is a high school student that wants to give numerous gifts to her friends for Christmas. She babysits some weekends but that doesn't allow her enough money to buy gifts for all her friends. Her mom told her she could use the canning jars in the garage if she wanted to make a gift such as jam or jelly. She found a recipe for "Red Hot Apple Jelly". She went to the grocery store to price the ingredients. She thinks she will need 25 to 30 half pint jars. Determine the total cost for her gifts. (The teacher will have to determine current prices in the area.) Carly needs apple juice, sugar, red hot cinnamon candy, pectin and new jar lids. What will be her total cost for 30 jars of the jelly? How much will each jar cost her?

Attachments for Scenario

Red Hot Apple Jelly Recipe
Total Time: Prep: 10 min. Process: 5 min. Yield: 48 servings
Ingredients
4 cups apple juice
1/2 cup red-hot candies
1 package (1-3/4 ounces) powdered fruit pectin
4-1/2 cups sugar
Directions
1. In a large saucepan, combine the apple juice, candies and pectin. Bring to a full rolling boil over high heat, stirring constantly. Stir in sugar; return to a full rolling boil. Boil for 2 minutes, stirring constantly.
2. Remove from the heat; skim off any foam and discard any undissolved candies. Carefully ladle hot mixture into hot, sterilized half-pint jars, leaving 1/4-in. headspace. Remove air bubbles, wipe rims and adjust lids. Process for 5 minutes in a boiling-water canner. Yield: about 6 half-pints.
Editor's Note: The processing time listed is for altitudes of 1,000 feet or less. Add 1 minute to the processing time for each 1,000 feet of additional altitude.
OR
4 cups apple juice or 4 cups cider
1 package dry pectin
4 cups granulated sugar
1/4 cup red-hot candies
Directions:
Combine apple juice and pectin in a large microwave-safe bowl.
Cover with plastic and bring to a boil on HIGH setting in the microwave for about 12 to 14 minutes.
Stir twice during cooking.
Remove from microwave; add sugar and red hots, stirring well.
Return to the microwave and cook until the mixture returns to a rolling boil, about 10 or 12 minutes, stirring occasionally.
Boil hard for 1 minute.
Remove from microwave and skim any foam.

Pour into hot sterilized jars, leaving 1/4 inch headspace.
Cap and Seal.
Process 5 minutes in a boiling water canner.

Unit 7: Global Cuisine

Competencies and Suggested Scenarios
1. Identify major regions of the world that contribute to ethnic food choices. DOK 1, FCS2, FCS5, FCS7, FCS8, FCS9 a. Discuss the following regions: • Latin America • Europe • Asia • Africa • The Mediterranean
2. Discuss factors that influence food choices in these regions. DOK 1, FCS2, FCS5, FCS7, FCS8, FCS9 a. Explore geographical features such oceans, mountains, desert, and the roles these play in food choices b. Discuss how climates such as arid, tropical, and humid with mild to severe winters determine food choices c. Explain how religion, education, and family values affect food choices
3. Select and prepare a sampling of various ethnic foods. DOK 1, FCS2, FCS5, FCS7, FCS8, FCS9 a. Demonstrate food preparation techniques that are unique to certain regions b. Discuss properties of spices. c. Discuss cooking methods

Scenario

Foods Around the World

- Have the student imagine that he or she is traveling to a foreign country and becoming familiar with all aspects of the culinary fare—he or she will need to research customs and traditions, dining etiquette for home and business meetings, typical table settings and usage procedures, everyday foods and any current events, catastrophes, or problems in that country that presently have an effect on the food supply.
- The student should plan a complete meal to expand his or her pallet and knowledge of a different cuisine, which could possibly be prepared, if selected.
- The student should be able to educated the class about his or her chosen country, particularly the foods that are typically grown and produced in the country.
- The student will independently write a research paper on his or her chosen country to include everything on the rubric provided by the instructor.
- The student should demonstrate an understanding about world diversity, and develop an insight to the larger picture of this world through communication with the embassy of your chosen country. The student should demonstrate work on communication skills through emailing his or her chosen country's embassy to find out the concerns that are affecting the

supply, growth, production, and harvesting of food in that country, or current problems that hinder the importation of certain foods.

- After the completion of individual projects on the students chosen countries, assigned cooking groups will decide on the favored country of the 4-5 groups to present to the class. The class presentation will include the preparation of a meal, demonstrating dining etiquette using customary methods as well as ones specific to the group's selected country.

(**All work is to be done in class**. The time and process for the project will be determined by the instructor.)

Project portion	**Date Due**	**Check Point**	**Date Finished**

You will work on this project on the days you are not in the cooking lab. Everyone will have the same amount of time to complete all phases.

Attachments for Scenario

None

Unit 8: Careers in Nutrition and Wellness

Competencies and Suggested Objectives
1. Describe the role of decision-making in setting and attaining goals related to nutrition and wellness. DOK1, FCS2, FCS3, FCS7, FCS9 a. Recognize the importance of setting and attaining goals. b. Define short-range and long-range goals. c. List the steps in the decision-making process. d. Design goals and strategies for reaching one's potential
2. Describe employment opportunities and responsibilities related to nutrition and wellness. DOK1, FCS2, FCS3, FCS7, FCS9 a. Analyze potential earnings, employee benefits, job availability, working conditions, educational requirements, required technology skills, and continuing education/training. Careers may include culinary teacher, chef/sous chef, nutritionist, food sciences researcher. b. Discuss resumè development. c. Demonstrate interview skills. (dress, professionalism, punctuality) d. Describe how proper etiquette and social skills improve employability. e. Specify basic employee responsibilities and appropriate work ethics. f. Define effective relationship skills and workplace issues, including, but not limited to, sexual harassment, bullying, stress, and substance abuse. Note: If objectives b-f have been taught in a previous course, instruction will be for review and reinforcement.

Scenario

Due to the extensive content of the unit, no scenario is needed. Refer to the teaching strategies and resource document.

Attachments for Scenario

None

Student Competency Profile

Student's Name: _____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

Unit 1: Orientation and Lab Safety	
1.	Describe local high school or career/technical center policies and procedures including dress code, attendance, academic requirements, discipline, lab rules and regulations, and transportation regulations.
2.	Explore leadership skills and personal development opportunities provided for students by student organizations, including FCCLA.
3.	Analyze how vital safety is in the foods lab.
4.	Implement safe work habits to prevent injuries. (ongoing)
5.	Explain emergency techniques and procedures.
Unit 2: Meal Planning and Preparation	
1.	Identify food preparation tools and equipment and their use.
2.	Demonstrate the proper procedures for measuring ingredients.
3.	Evaluate procedures that preserve nutritional quality, sanitation, and safety during food preparation.
4.	Prepare and critique food products.
5.	Demonstrate proper social etiquette.
Unit 3: Exercise and Diet	
1.	Understand the role of energy in well-being and performance.
2.	Describe the effects of body weight on overall wellness.
3.	Evaluate methods of weight control.
4.	Understand malnutrition and its effect on wellness.
5.	Describe the concept of personal fitness.
6.	List health risk factors and their effect on personal fitness.
7.	Understand the role of exercise in maintaining a lifelong program of physical fitness.
8.	Discuss the concepts of body composition in relation to personal fitness.
Unit 4: Science of Food	
1.	Explain the connection between nutrition and wellness.
2.	Describe the classes and types of nutrients.

3.	Describe the various functions of the six classes of nutrients.
4.	Explain the processes of digestion, absorption, and metabolism.
Unit 5: Healthy Food Choices	
1.	Plan menus for individuals and groups.
2.	Apply acceptable food purchasing guidelines.
Unit 6: Home Food Preservation	
1.	Discuss the benefits of home food preservation
2.	Describe the common forms of food preservation.
Unit 7: Global Cuisine	
1.	Identify major regions of the world that contribute to ethnic food choices.
2.	Discuss factors that influence food choices in these regions.
3.	Select and prepare a sampling of various ethnic foods.
Unit 8: Careers in Nutrition and Wellness	
1.	Describe the role of decision-making in setting and attaining goals related to nutrition and wellness.
2.	Describe employment opportunities and responsibilities related to nutrition and wellness.

Child Development
Unit 1: Orientation

Competencies and Suggested Objectives
1. Describe local high school or career/technical center policies and procedures including dress code, attendance, academic requirements, discipline, lab rules and regulations, and transportation regulations. DOK1 FCS1, FCS2, FCS3, FCS4, DCS5, FCS7, FCS8, FCS9. a. Give a brief overview of the course. Explain to students what Family Consumer Sciences (FCS) is, why it is important, and how it will be delivered. b. Examine the reasons for studying Child Development.
2. Explore leadership skills and personal development opportunities provided to students by student organizations including FCCLA. DOK1 FCS1, FCS2, FCS3, FCS4, DCS5, FCS7, FCS8, FCS9. a. Demonstrate effective teambuilding and leadership skills. b. Practice appropriate work ethics.

Scenario

No scenario is necessary for the orientation unit.

Attachments for Scenario

None

Refer to the presentation rubric in the teacher resources document found on the RCU Curriculum Download page: www.rcu.msstate.edu/Curriculum/CurriculumDownload.aspx

Unit 2: Considerations for Parenthood

Competencies and Suggested Objectives
1. Discuss considerations before parenting. DOK1 FCS1, FCS2, FCS3 a. Define abstinence. b. Summarize the symptoms, diagnosis, and treatment of sexually transmitted infections. c. List options for parenthood.
2. Analyze the importance of good parenting. DOK1 FCS1, FCS2, FCS3 a. Determine reasons to plan before parenthood. b. Describe the importance of responsible parenthood. Note: If this objective has been taught in Family Dynamics, instruction will be for review and reinforcement.

Scenario

Susan's little sister, Joy, is in eighth grade this year, and Susan and her mom are concerned about some of her behavior. Last week, Susan overheard Joy and her friends talking about sexting, and this weekend Joy wants to go to a big party where there will be lots of older guys. Since Joy looks up to her, Susan wants to have a heart-to-heart talk with Joy, but she knows that Joy might be uncomfortable talking about sex and its consequences. Susan decides to write Joy a letter instead. Susan is taking a health class at school, and they recently completed an extensive unit about the consequences of sexual behavior.

Imagine you are Susan. Using information we have covered in this unit, write a letter to Joy. Be sure to define abstinence and explain why abstinence is the safest choice for students. Also, select at least two of the STIs that we have studied this unit. Summarize the symptoms, diagnosis, and treatment of the STIs you select. As you write, keep in mind that you are writing a letter to your *younger* sister. You want her to have the facts, but you also want her to feel that you are sharing the information with her because you love her.

Attachments for Scenario

None

Refer to the presentation rubric in the teacher resources document found on the RCU Curriculum Download page: www.rcu.msstate.edu/Curriculum/CurriculumDownload.aspx

Unit 3: Child Growth and Development

Competencies and Suggested Objectives
1. Explain the stages of pregnancy and childbirth. DOK1, FCS1, FCS2, FCS7, FCS8, FCS9, FCS10, FCS11, FCS12, FCS13, FCS16 a. Explain conception. b. Identify signs of pregnancy. c. Discuss prenatal development: 1st, 2nd, and 3rd trimesters. d. Identify the physical changes that occur during pregnancy. e. Explain potential complications of pregnancy. f. Analyze the importance of good prenatal care for the mother and unborn child. g. Discuss the various types of childbirth and options available to the mother.
2. Prepare for the care and development of infants. DOK2, FCS1, FCS2, FCS7, FCS8, FCS9, FCS10, FCS11, FCS12, FCS13, FCS16 a. Demonstrate basic care of infants. b. Discuss development (physical, emotional, social, and intellectual). c. Explore how parents and caregivers meet needs, including nutrition, play, and self-help skills.
3. Prepare for the care and development of a toddler. DOK2, FCS1, FCS2, FCS7, FCS8, FCS9, FCS10, FCS11, FCS12, FCS13, FCS16 a. Demonstrate basic care of toddlers. b. Discuss development (physical, emotional, social, and intellectual). c. Explore how parents and caregivers meet needs, including nutrition, play, and self-help skills.
4. Prepare for the care and development of a preschooler. a. Demonstrate basic care of preschoolers. b. Discuss development (physical, emotional, social, and intellectual). c. Explore how parents and caregivers meet needs, including nutrition, play and, self-help skills.
5. Determine ways to meet the needs of an exceptional child. DOK2, FCS1, FCS2, FCS7, FCS8, FCS9, FCS10, FCS11, FCS12, FCS13, FCS16 a. Define the exceptional child. b. Describe the needs of children with physical, mental, and emotional disabilities. c. Explain how parents and other caregivers can assist and encourage disabled children.

Scenario

Assignment for students:

You are the owner of Possibilities Daycare. You have been asked to speak to a group of young, pregnant women who attend weekly "Planning for Parenthood" meetings at the local hospital. The person who contacted you gave you several options for your presentation. You must decide from the following possible topics: care and development of infants, care and development of toddlers, or care and development of preschoolers. Once you have decided on your topic, you will create a PowerPoint presentation for the meeting. In addition to the PowerPoint presentation, you want to demonstrate at least two hands-on, age appropriate activities that caregivers can use to promote physical development.

Attachments for Scenario

None

Refer to the presentation rubric in the teacher resources document found on the RCU Curriculum Download page: www.rcu.msstate.edu/Curriculum/CurriculumDownload.aspx

Unit 4: Behavior Guidance for Children

Competencies and Suggested Objectives
1. Analyze strategies for managing behavior. DOK2, FCS1, FCS2, FCS5, FCS7, FCS8, FCS9, FCS10, FCS11, FCS16 a. Define and differentiate guidance terms and strategies for managing behavior. b. Illustrate appropriate methods for guiding children's behavior.
2. Demonstrate effective ways of dealing with misbehavior. DOK2, FCS1, FCS2, FCS5, FCS7, FCS8, FCS9, FCS10, FCS11, FCS16 a. Discuss reasons for misbehavior in children. b. Demonstrate how to handle common child misbehavior such as temper tantrums, separation anxiety, sibling conflicts, and aggression.
3. Analyze methods of dealing with crises affecting parent-child relationships such as divorce, remarriage, stepparents, moving, death, and family crises.
4. Examine types of child abuse. DOK2, FCS1, FCS2, FCS5, FCS7, FCS8, FCS9, FCS10, FCS11, FCS16 a. Identify types of child abuse and neglect. b. Summarize factors that may cause and prevent child abuse. c. Discuss child abuse intervention procedures.

Scenario

Assignment for students:

You are in the process of applying to work at a summer camp for children. In addition to completing the normal job application forms, you have been asked to write a two-page essay explaining the strategies you will use to deal with challenges among the children. The first part of your essay should address your plans for dealing with temper tantrums, separation anxiety, conflicts between campers, and aggression. The second part of the essay should explain how you will handle behaviors triggered by problems that the children may have encountered in the past. Specifically, you should discuss how to help children cope with one of the following crises: divorce, a recent move, or a death in the family.

You realize that getting the job depends in large part on how they feel you will interact with the children and how you will manage their behavior. You must impress the leaders with this essay because the next step in the hiring process is a face-to-face interview, but only a few of the many applicants will make it to the face-to-face interview.

Attachments for Scenario

None

Refer to the presentation rubric in the teacher resources document found on the RCU Curriculum Download page: www.rcu.msstate.edu/Curriculum/CurriculumDownload.aspx

Unit 5: Career Opportunities in Child Development

Competencies and Suggested Objectives
1. Discuss professional organization credentialing and state licensure. DOK2, FCS1, FCS2, FCS5, FCS7, FCS8, FCS9, FCS10, FCS11, FCS16 a. Identify professional organizations in the child care industry. b. Discuss credentials required for positions in the child care industry. c. Identify licensure requirements for the state of Mississippi.
2. Explore career and job opportunities in the field of child development. DOK2, FCS1, FCS2, FCS5, FCS7, FCS8, FCS9, FCS10, FCS11, FCS16 a. Identify competencies needed by caregiver personnel including positive work habits and attitudes, good management skills, good communication skills, leadership skills, ethical behavior, and emotional maturity. Careers may include child care worker, teacher, and social worker. b. Describe how student leadership activities relate to careers.

Scenario

Unit 1

Due to the extensive content of the unit, no scenario is needed. Refer to the teaching strategies and resource document.

Attachments for Scenario

None

Refer to the presentation rubric in the teacher resources document found on the RCU Curriculum Download page: www.rcu.msstate.edu/Curriculum/CurriculumDownload.aspx

Student Competency Profile

Student's Name: _____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

Unit 1: Orientation	
1.	Describe local high school or career/technical center policies and procedures, including dress code, attendance, academic requirements, discipline, lab rules and regulations, and transportation regulations.
2.	Explore leadership skills and personal development opportunities provided for students by student organizations including FCCLA.
Unit 2: Considerations for Parenthood	
1.	Discuss considerations before parenting.
2.	Analyze the importance of good parenting.
Unit 3: Child Growth and Development	
1.	Explain the stages of pregnancy and childbirth.
2.	Prepare for the care and development of infants.
3.	Prepare for the care and development of a toddler.
4.	Prepare for the care and development of a preschooler.
5.	Determine ways to meet the needs of an exceptional child.
Unit 4: Behavior Guidance for Children	
1.	Analyze strategies for managing behavior.
2.	Demonstrate effective ways of dealing with misbehavior.
3.	Analyze methods of dealing with crises affecting parent-child relationships, such as divorce, remarriage, stepparents, moving, death, and family crises.
4.	Examine types of child abuse.
Unit 5: Career Opportunities in Child Development	
1.	Discuss professional organization credentialing and state licensure.
2.	Explore career and job opportunities in the field of child development.

Resource Management
Unit 1: Orientation

Competencies and Suggested Objectives
1. Describe local high school or career/technical center policies and procedures including dress code, attendance, academic requirements, discipline, lab rules and regulations, and transportation regulations. DOK1 FCS1, FCS2, FCS3, FCS4, DCS5, FCS7, FCS8, FCS9 a. Give a brief overview of the course. Explain to students what Family Consumer Sciences (FCS) is, why it is important, and how it will be delivered.
2. Explore leadership skills and personal development opportunities provided for students by student organizations including FCCLA. DOK1 FCS1, FCS2, FCS3, FCS4, DCS5, FCS7, FCS8, FCS9 a. Demonstrate effective teambuilding and leadership skills. b. Practice appropriate work ethics.

Scenario

No scenario is necessary for the orientation unit.

Attachments for Scenario

None

Refer to the presentation rubric in the teacher resources document found on the RCU Curriculum Download page: www.rcu.msstate.edu/Curriculum/CurriculumDownload.aspx

Unit 2: Developing Decision-Making Skills

Competencies and Suggested Objectives
1. Apply decision-making process to personal financial decisions. DOK2, FCS1, FCS2, FCS3 a. Find and evaluate financial information from a variety of sources. b. Summarize major consumer protection laws. c. Develop security precautions to protect personal information.
2. Utilize available resources. DOK2, FCS1, FCS2, FCS3 a. Distinguish between human and non-human resources. b. Discuss the relationship between resources and decision-making.

Scenario

Assignment for Students:

Senior Prom Budgeting

Prom is coming up in April and you have been able to save $300.00 since last summer. You want to make sure that you are able to afford all the necessary items, and splurge where possible to make this the best prom ever.

Required Items

- ☐ Prom Ticket: $35

Other Required Items

- ☐ Dress or Tuxedo
- ☐ Shoes
- ☐ Hair (salon or barber shop)

Other Items to Consider

- ☐ Jewelry
- ☐ Perfume/Cologne
- ☐ Corsage/Boutonniere
- ☐ Limo
- ☐ Dinner
- ☐ Pictures
- ☐ Nails
- ☐ Makeup

Attachments for Scenario

None

Refer to the presentation rubric in the teacher resources document found on the RCU Curriculum Download page: www.rcu.msstate.edu/Curriculum/CurriculumDownload.aspx

Unit 3: Managing Personal Finances

Competencies and Suggested Objectives
1. Critique the relationship between financial management and quality of life. DOK2, FCS1, FCS2, FCS6, FCS7, FCS8, FCS9, FCS10, FCS11, FCS12, FCS13, FCS16 a. Identify how an individual's financial management affects the quality of his or her life and others. b. Apply decision-making skills and goal planning to financial management.
2. Utilize banking services. DOK2, FCS1, FCS2, FCS6, FCS7, FCS8, FCS9, FCS10, FCS11, FCS12, FCS13, FCS16 a. Identify the types of financial institutions. b. Describe types of services offered by financial institutions. c. Simulate banking procedures to include checking/debit, savings, online, etc.
3. Employ a budget process to manage income and expenses. DOK2, FCS1, FCS2, FCS6, FCS7, FCS8, FCS9, FCS10, FCS11, FCS12, FCS13, FCS16 a. List different sources of income. b. Interpret a paycheck, and explain deductions. c. Recognize categories of expenses. d. Distinguish between fixed and variable expenses. e. Define the need for a budget. f. Prepare a budget. g. Evaluate the effectiveness of a budget plan.
4. Analyze effective use of credit. DOK2, FCS1, FCS2, FCS6, FCS7, FCS8, FCS9, FCS10, FCS11, FCS12, FCS13, FCS16 a. Distinguish among various types of credit, identifying costs and benefits. b. Evaluate different sources of credit. c. Identify procedures for establishing and maintaining a good credit rating to include debt management and credit report review. d. Discuss interest rates.
5. Analyze effective saving and investment practices. DOK2, FCS1, FCS2, FCS6, FCS7, FCS8, FCS9, FCS10, FCS11, FCS12, FCS13, FCS16 a. Define a savings goal. b. Discuss how saving contributes to financial well-being. c. Compare and contrast various methods of savings and investing. d. Discuss how saving contributes to financial well-being e. Explain how investing builds wealth and helps meet financial goals f. Evaluate investment alternatives g. Describe how to buy and sell investments. h. Explain how taxes affect the rate of return on investments. i. Investigate how agencies that regulate financial markets protect investors. j. Discuss estate planning and inheritance.
6. Analyze appropriate types of insurance for protecting personal assets. DOK2, FCS1, FCS2, FCS6, FCS7, FCS8, FCS9, FCS10, FCS11, FCS12, FCS13, FCS16 a. Distinguish among types of life insurance. b. Determine who needs life insurance coverage and the amount needed. c. List health insurance coverage plans. d. Identify basic types of automobile insurance coverage.

e. List procedures to use in case of an automobile accident.
f. Identify types of property insurance.
g. Name the procedures for filing an insurance claim.

7. Distinguish among local, state, and federal tax assessments. DOK2, FCS1, FCS2, FCS6, FCS7, FCS8, FCS9, FCS10, FCS11, FCS12, FCS13, FCS16

a. Discuss local tax assessments to include property, automobile, and sales taxes.
b. Compute local, state and federal income taxes.

Scenario

Writing a Financial Plan

Assignment for students:

You are a young entrepreneur that wants to start a snow-cone business. Research the cost of starting a snow-cone business in your town. Create a financial plan for your business. Using your current income status, determine how you intend to finance the business and invest the profits.

Attachments for Scenario

None

Refer to the presentation rubric in the teacher resources document found on the RCU Curriculum Download page: www.rcu.msstate.edu/Curriculum/CurriculumDownload.aspx

Unit 4: Protecting the Role of the Consumer

Competencies and Suggested Objectives
1. Identify a consumer's rights and responsibilities. DOK2, FCS2, FCS6, FCS7, FCS8, FCS9, FCS10, FCS11, FCS16 a. Define the role of the consumer in the marketplace. b. Define consumer choice, consumer rights, and consumer responsibilities. c. Define the role of the consumer in dealing with salespeople and merchants. d. Discuss simple contracts.
2. Evaluate consumer information. DOK2, FCS2, FCS6, FCS7, FCS8, FCS9, FCS10, FCS11, FCS16 a. Interpret product labels. b. Interpret product guarantees and warranties. c. Describe the impact of advertising. d. Evaluate advertising for truthfulness. e. Identify procedures for filing a consumer complaint including contesting an incorrect billing statement. f. Identify the protectors of the consumer; i.e., government, business and industry, and consumer organizations.

Scenario

It is time for Ashlyn to start college, and she is anxious to purchase a computer. Ashlyn has researched the different types of computers; i.e., brand, type, style, price, warranty and the different merchants. She finally decides on the one she wants and purchases it. After having the computer for two weeks, it stops working. Have the students develop a step-by-step plan to indicate her rights and responsibilities as a consumer and what steps it will take to replace the computer.

Attachments for Scenario

None

Refer to the presentation rubric in the teacher resources document found on the RCU Curriculum Download page: www.rcu.msstate.edu/Curriculum/CurriculumDownload.aspx

Unit 5: Careers in Resource Management

Competencies and Suggested Objectives
1. Describe employment opportunities and responsibilities. DOK1, FCS2, FCS6, FCS7, FCS8, FCS9, FCS10, FCS11, FCS16 a. Analyze potential earnings, employee benefits, job availability, working conditions, educational requirements, required technology skills, and continuing education/training. Careers may include: bank teller, loan officer, insurance agent, insurance adjuster, financial planner. b. Discuss resumè development. c. Demonstrate interview skills. (dress, professionalism, punctuality) d. Describe how proper etiquette and social skills improve employability e. Specify basic employee responsibilities and appropriate work ethics. f. Define effective relationship skills and workplace issues including, but not limited to, sexual harassment, bullying, stress, and substance abuse. Note: If objectives b-f have been taught in a previous course, instruction will be for review and reinforcement.

Scenario

Due to the extensive content of the unit, no scenario is needed. Refer to the teaching strategies and resource document.

Attachments for Scenario

None

Refer to the presentation rubric in the teacher resources document found on the RCU Curriculum Download page: www.rcu.msstate.edu/Curriculum/CurriculumDownload.aspx

Student Competency Profile

Student's Name: _____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

Unit 1: Orientation	
1.	Describe local high school or career/technical center policies and procedures including dress code, attendance, academic requirements, discipline, lab rules and regulations,
2.	Explore leadership skills and personal development opportunities provided students by student organizations including FCCLA.
Unit 2: Developing Decision-Making Skills	
1.	Apply decision-making process to personal financial decisions.
2.	Utilize available resources.
Unit 3: Managing Personal Finances	
1.	Critique the relationship between financial management and quality of life.
2.	Utilize banking services.
3.	Employ a budget process to manage income and expenses.
4.	Analyze effective use of credit.
5.	Analyze effective saving and investment practices.
6.	Analyze appropriate types of insurance for protecting personal assets.
7.	Distinguish among local, state, and federal tax assessments.
Unit 4: Protecting the Role of the Consumer	
1.	Identify a consumer's rights and responsibilities.
2.	Evaluate consumer information.
Unit 5: Careers in Resource Management	
1.	Describe employment opportunities and responsibilities.

Appendix A: Unit References

All of the Family and Consumer Science units use the same resources for each unit. You will find suggested resources listed below.

Family Dynamics

Unit 1

Bragg, R.E. *Changes and Choices: Personal development and relationships* (Latest ed.). South Holland, IL: Goodheart-Willcox Co., Inc.

Choices (career software). Ogdensburg, NY: Careerware, IMS Information Systems Management Corporation. (This can be found at your school's career center.)

Covey, Stephen R. *The 7 habits of highly effective families: Building a beautiful family culture in a turbulent world* (Latest ed.).

Covey, Stephen R. *The 7 habits of highly effective teens: The ultimate teenage success guide* (Latest ed.).

Johnson, L. *Strengthening family and self* (Latest ed.). CHE, South Holland, IL: Goodheart-Willcox Co., Inc.

Nemours Foundation. Retrieved September 20, 2013, from www.kidshealth.org .

Sasse, C. R. *Families today* (Latest ed.). New York, NY: Glencoe.

Unit 2

Johnson, L. *Strengthening family and self* (Latest ed.). Goodheart-Willcox.

Sasse, C. R. *Families today* (Latest ed.). New York, NY: Glencoe.

Unit 3

Hildebrand, V. *Parenting: Rewards and responsibilities* (Latest ed.). New York: NY, Glencoe.

Johnson, L. *Strengthening family and self* (Latest ed.). Goodheart-Willcox.

Lowe, Malouf, & Jacobson. *Consumer education and economics* (Latest ed.). Glencoe.

Sasse, C. R. *Families today* (Latest ed.). New York, NY: Glencoe.

Nutrition and Wellness

Unit 1

Bence, Deborah, & Lazok, Claudia A. *Student activity guide for good food* (Latest ed.). Goodheart-Willcox.

Fastfood.com (2007). Retrieved September 19, 2013, from www.fastfood.com.

Kowtaluk, Helen. *Discovering food and nutrition* (Latest ed.). Glencoe/McGraw-Hill.

Kowtaluk, Helen, & Kopan, Alice Orphanos. *Food for today* (Latest ed.). Glencoe.

Largen, Velda L., & Bence, Deborah L. *Guide to good food* (Latest ed.). South Holland, IL: Goodheart-Willcox.

Mehas, Kay Y., & Rodgers, Sharon L. *Food science: The biochemistry of food and nutrition* (Latest ed.). Glencoe.

Rainey, Don L., & Murray, Tinker D. *Foundations of personal fitness* (Latest ed.). West Publishing Co.

Townsend, Carolyn E. *Nutrition and diet therapy* (Latest ed.). Delmar Publishers, Inc.

Unit 2

Fastfood.com (2007). Retrieved, September 19, 2013 from www.fastfood.com.

Kowtaluk, Helen. *Discovering food and nutrition* (Latest ed.). Glencoe/McGraw-Hill.

Kowtaluk, Helen, & Kopan, Alice Orphanos. *Food for today* (Latest ed.). Glencoe.

Rainey, Don L., & Murray, Tinker D. *Foundations of personal fitness* (Latest ed.). West Publishing Co.

Townsend, Carolyn E. *Nutrition and diet therapy* (Latest ed.). Delmar Publishers, Inc.

Unit 3

Betty Crocker. Retrieved September 19, 2013, from www.bettycrocker.com .

Dietary analysis plus 2.0 for windows software.

Dole Food Company. Retrieved September 19, 2013, from www.dole5aday.com .

Fastfood.com Retrieved September 19, 2013, from www.fastfood.com .

Johnson and Wales University. Retrieved September 19, 2013, from http://www.jwu.edu/.

Kowtaluk, Helen. *Discovering food and nutrition* (Latest ed.). Glencoe/McGraw-Hill.

Kowtaluk, Helen, & Kopan, Alice Orphanos. *Food for today* (Latest ed.). Glencoe.

Kraft Foods (2007). Retrieved September 20, 2013, from www.kraftfoods.com .

Mississippi Department of Agriculture and Commerce. Retrieved September 19, 2013, from http://www.mdac.state.ms.us/ .

Rainey, Don L., & Murray, Tinker D. *Foundations of personal fitness* (Latest ed.). West Publishing Co.

Unit 4

Betty Crocker. Retrieved September 19, 2013, from www.bettycrocker.com.

Dietary analysis plus 2.0 for windows software.

Dole Food Company. Retrieved September 19, 2013 from www.dole5aday.com.

Fastfood.com. Retrieved September 19, 2013, from www.fastfood.com.

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Mississippi Cooperative Extension Service.

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Molt, M. (2006). *Food for fifty* (12th ed.). New Jersey: Pearson Prentice Hall.

National Cattlemen's Beef Association. Retrieved September 19, 2013, from http://www.beef.org/ .

National Food Service Management Institute.

National Pork Producer's Council. Retrieved September 19, 2013, from http://www.nppc.org/ .

Nutrition interactive. CD-ROM software.

Partnership for Food Safety Education. Retrieved September 19, 2013, from www.fightbac.org .

Poultry Science Association. Retrieved September 19, 2013, from http://www.poultryscience.org/ .

The J. M. Smucker Company. Retrieved September 19, 2013, from http://www.whitelily.com/ .

Townsend, Carolyn E. *Nutrition and diet therapy* (Latest ed.). Delmar Publishers, Inc.

Tyson Foods. Retrieved September 19, 2013, from http://www.tyson.com/ .

United States Department of Agriculture Food Safety and Inspection Service. Retrieved September 19, 2013, from http://www.fsis.usda.gov/ .

United States Food and Drug Administration. Retrieved September 19, 2013, from http://www.fda.gov/ .

Unit 5

ACT Discover Retrieved September 20, 2013, from https://actapps.act.org/eDISCOVER/ .

Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Retrieved September 20, 2013 http://www.bls.gov/ooh/.

Career One Stop. Retrieved September 20, 2013, from http://www.acinet.org/acinet/default.asp.

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FCCLA. Retrieved September 20, 2013, from http://www.fcclainc.org/.

Kennedy, J. L. (2007). *Resumes for Dummies* (5th ed.). New Jersey: Wiley.

Kowtaluk, Helen, & Kopan, Alice Orphanos. *Food for today* (Latest ed.). Glencoe.

Take this job and love it. (Career software).

Townsend, Carolyn E. *Nutrition and diet therapy* (Latest ed.). Delmar Publishers, Inc.

U.S. Department of Labor, Bureau of Labor Statistics. *Occupational Outlook Handbook* (OOH) (Latest ed.). Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office.

Unit 6

Betty Crocker. Retrieved September 19, 2013, from www.bettycrocker.com .

Dietary analysis plus 2.0 for windows software.

Dole Food Company. Retrieved September 19, 2013, from www.dole5aday.com .

Fastfood.com Retrieved September 19, 2013, from www.fastfood.com .

Johnson and Wales University. Retrieved September 19, 2013, from http://www.jwu.edu/.

Kowtaluk, Helen. *Discovering food and nutrition* (Latest ed.). Glencoe/McGraw-Hill.

Kowtaluk, Helen, & Kopan, Alice Orphanos. *Food for today* (Latest ed.). Glencoe.

Kraft Foods (2007). Retrieved September 20, 2013, from www.kraftfoods.com .

Mississippi Department of Agriculture and Commerce. Retrieved September 19, 2013, from http://www.mdac.state.ms.us/ .

Rainey, Don L., & Murray, Tinker D. *Foundations of personal fitness* (Latest ed.). West Publishing Co.

Unit 7

Betty Crocker. Retrieved September 19, 2013, from www.bettycrocker.com.

Dietary analysis plus 2.0 for windows software.

Dole Food Company. Retrieved September 19, 2013 from www.dole5aday.com.

Fastfood.com. Retrieved September 19, 2013, from www.fastfood.com.

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Brisbane, Holly E. *The developing child teacher's wrap-around edition* (Latest ed.). Encino, CA: Glencoe Publishing Co.

Hildebrand, Verna. *Parenting: Rewards and responsibilities. Teacher's edition* (Latest ed.). Peoria, IL: Glencoe Publishing Co.

Hildebrand, Verna. *Parenting: Rewards and responsibilities. Teacher's classroom resources* (Latest ed.). Peoria, IL: Glencoe Publishing Co.

Unit 2

Brisbane, Holly E. *The developing child. Teacher's resource binder* (Latest ed.). Encino, CA: Glencoe Publishing Co.

Brisbane, Holly E. *The developing child teacher's wrap-around edition* (Latest ed.). Encino, CA: Glencoe Publishing Co.

Child Development software. MAC Challenge: Child development.

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Decker, Celia A. *Children: The early years* (Latest ed.). Teacher's Resource Binder. Goodheart-Willcox. (Latest ed.).

Hildebrand, Verna. *Parenting: Rewards and responsibilities. Teacher's edition* (Latest ed.). Peoria, IL: Glencoe Publishing Co.

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Unit 3

Decker, Celia A. *Children: The early years* (Latest ed.). Teacher's Annotated Edition. Goodheart-Willcox.

Decker, Celia A. *Children: The early years* (Latest ed.). Teacher's Resource Binder. Goodheart-Willcox.

Unit 4

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Resource Management

Unit 1

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Kimbrell, Grady, & Swanson, Patti W. *Personal and family economics* (Latest ed.). West Publishing.

Lowe, Ross E. et al. *Consumer education and economics* (Latest ed.). Glencoe Publishers.

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Unit 2

Indiana Department of Education. Retrieved September 20, 2013, from http://doe.state.in.us/octe/facs/OLC-CheckModuleFL07.pdf.

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Unit 4

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Wehleage, Nancy. *Goals for living, managing your resources* (Latest ed.). Goodheart-Willcox.

Appendix B: Industry Standards

Family Dynamics [1]

Crosswalk for Family Dynamics											
	Units	**Unit 1**	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 5**	**Unit 6**	**Unit 7**	**Unit 8**	**Unit 9**	**Unit 10**
FCS 1			X	X							
FCS2		X	X	X	X	X					
FCS3		X	X								
FCS4		X									
FCS5		X			X	X					
FCS6				X	X	X					
FCS7		X		X	X	X					
FCS8		X		X	X	X					
FCS9		X		X	X	X					
FCS10				X	X	X					
FCS11				X	X	X					
FCS12				X							
FCS13				X							
FCS14											
FCS15											
FCS16				X	X	X					

FCS1 CAREER, COMMUNITY, AND FAMILY CONNECTIONS
Integrate multiple life roles and responsibilities in family, work, and community settings.

FCS2 CONSUMER AND FAMILY RESOURCES
Evaluate management practices related to the human, economic, and environmental resources.

FCS3 CONSUMER SERVICES
Integrate knowledge, skills, and practices required for careers in consumer services.

FCS4 EARLY CHILDHOOD, EDUCATION, AND SERVICES
Integrate knowledge, skills, and practices required for careers in early childhood, education, and services.

FCS5 FACILITIES MANAGEMENT AND MAINTENANCE
Integrate knowledge, skills, and practices required for careers in facilities management and maintenance.

FCS6 FAMILY
Evaluate the significance of family and its impact on the well-being of individuals and society.

FCS7 FAMILY AND COMMUNITY SERVICES
Integrate knowledge, skills, and practices required for careers in family and community services.

FCS8 FOOD PRODUCTION AND SERVICES

[1] *Family and Consumer Sciences Education National Standards NASAFACS* • V-TECS Copyright © 2008-2018

Integrate knowledge, skills, and practices required for careers in food production and services.

FCS9 FOOD SCIENCE, DIETETICS, AND NUTRITION
Integrate knowledge, skills, and practices required for careers in food science, dietetics, and nutrition.

FCS10 HOSPITALITY, TOURISM, AND RECREATION
Integrate knowledge, skills, and practices required for careers in hospitality, tourism, and recreation.

FCS11 HOUSING, INTERIORS, AND FURNISHINGS
Integrate knowledge, skills, and practices required for careers in housing, interiors, and furnishings.

FCS12 HUMAN DEVELOPMENT
Analyze factors that impact human growth and development.

FCS13 INTERPERSONAL RELATIONSHIPS
Demonstrate respectful and caring relationships in the family, workplace, and community.

FCS14 NUTRITION AND WELLNESS
Demonstrate nutrition and wellness practices that enhance individual and family well-being.

FCS15 PARENTING
Evaluate the impact of parenting roles and responsibilities on strengthening the well-being of individuals and families.

FCS16 TEXTILES AND APPAREL
Integrate knowledge, skills, and practices required for careers in textiles and apparel.

21st Century Skills[2]

21st Century Crosswalk for Family Dynamics											
	Units	**Unit 1 Orientation**	**Unit 2 Discovering You**	**Unit 3 Discovering Relationships**	**Unit 4 Discovering Family Growth**	**Unit 5 Discovering Career Opportunities**					
21st Century Standards											
CS1				X	X						
CS2					X	X					
CS3				X	X	X					
CS4		X		X	X	X					
CS5			X	X	X						
CS6		X	X	X	X	X					
CS7			X	X	X	X					
CS8		X	X	X	X	X					
CS9			X	X	X	X					
CS10			X	X	X	X					
CS11				X	X	X					
CS12		X	X	X	X	X					
CS13				X	X	X					
CS14		X	X	X	X	X					
CS15					X	X					
CS16				X	X	X					

CSS1-21st Century Themes

CS1 Global Awareness

1. Using 21st century skills to understand and address global issues
2. Learning from and working collaboratively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts
3. Understanding other nations and cultures, including the use of non-English languages

CS2 Financial, Economic, Business, and Entrepreneurial Literacy

1. Knowing how to make appropriate personal economic choices
2. Understanding the role of the economy in society
3. Using entrepreneurial skills to enhance workplace productivity and career options

CS3 Civic Literacy

1. Participating effectively in civic life through knowing how to stay informed and understanding governmental processes
2. Exercising the rights and obligations of citizenship at local, state, national, and global levels
3. Understanding the local and global implications of civic decisions

CS4 Health Literacy

1. Obtaining, interpreting, and understanding basic health information and services and using such information and services in ways that enhance health
2. Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction
3. Using available information to make appropriate health-related decisions

[2] *21st century skills.* (n.d.). Washington, DC: Partnership for 21st Century Skills.

4. Establishing and monitoring personal and family health goals
5. Understanding national and international public health and safety issues

CS5 Environmental Literacy

1. Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water, and ecosystems.
2. Demonstrate knowledge and understanding of society's impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.).
3. Investigate and analyze environmental issues, and make accurate conclusions about effective solutions.
4. Take individual and collective action toward addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues).

CSS2-Learning and Innovation Skills

CS6 Creativity and Innovation

1. Think Creatively
2. Work Creatively with Others
3. Implement Innovations

CS7 Critical Thinking and Problem Solving

1. Reason Effectively
2. Use Systems Thinking
3. Make Judgments and Decisions
4. Solve Problems

CS8 Communication and Collaboration

1. Communicate Clearly
2. Collaborate with Others

CSS3-Information, Media and Technology Skills

CS9 Information Literacy

1. Access and Evaluate Information
2. Use and Manage Information

CS10 Media Literacy

1. Analyze Media
2. Create Media Products

CS11 ICT Literacy

1. Apply Technology Effectively

CSS4-Life and Career Skills

CS12 Flexibility and Adaptability

1. Adapt to change
2. Be Flexible

CS13 Initiative and Self-Direction

1. Manage Goals and Time
2. Work Independently

3. Be Self-directed Learners

CS14 Social and Cross-Cultural Skills

1. Interact Effectively with others
2. Work Effectively in Diverse Teams

CS15 Productivity and Accountability

1. Manage Projects
2. Produce Results

CS16 Leadership and Responsibility

1. Guide and Lead Others
2. Be Responsible to Others

Common Core Standards

Common Core Crosswalk for English/Language Arts (11-12) for Family Dynamics											
	Units	**Unit 1**	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 5**	**Unit 6**	**Unit 7**	**Unit 8**	**Unit 9**	**Unit 10**
Common Core Standards											
RL.11.1.		X	X	X	X	X					
RL.11.2.		X	X	X	X	X					
RL.11.3.		X	X	X	X	X					
RL.11.4.		X	X	X	X	X					
RL.11.5.											
RL.11.6.											
RL.11.7.		X	X	X	X	X					
RL.11.8.											
RL.11.9.											
RL.11.10.											
RI.11.1.											
RI.11.2.											
RI.11.3.											
RI.11.4.											
RI.11.5.											
RI.11.6.											
RI.11.7.											
RI.11.8.											
RI.11.9.											
RI.11.10.											
W.11.1.											
W.11.2.		X	X	X	X	X					
W.11.3.		X	X	X	X	X					
W.11.4.		X	X	X	X	X					
W.11.5.		X	X	X	X	X					
W.11.6.		X	X	X	X	X					
W.11.7.		X	X	X	X	X					
W.11.8.		X	X	X	X	X					
W.11.9.		X	X	X	X	X					
W.11.10.		X	X	X	X	X					
SL.11.1.		X	X	X	X	X					
SL.11.2.		X	X	X	X	X					
SL.11.3.		X	X	X	X	X					
SL.11.4.		X	X	X	X	X					
SL.11.5.		X	X	X	X	X					
SL.11.6.		X	X	X	X	X					
L.11.1.		X	X	X	X	X					
L.11.2.		X	X	X	X	X					
L.11.3.		X	X	X	X	X					
L.11.4.		X	X	X	X	X					
L.11.5.											
L.11.6.		X	X	X	X	X					
RH.11.1.		X	X	X	X	X					
RH.11.2.		X	X	X	X	X					
RH.11.3.		X	X	X	X	X					
RH.11.4.		X	X	X	X	X					
RH.11.5.											
RH.11.6.											
RH.11.7.		X	X	X	X	X					
RH.11.8.											
RH.11.9.		X	X	X	X	X					
RH.11.10.											
RST.11.1.											
RST.11.2.		X	X	X	X	X					
RST.11.3.		X	X	X	X	X					

RST.11.4.		X	X	X	X	X					
RST.11.5.											
RST.11.6.											
RST.11.7.		X	X	X	X	X					
RST.11.8.											
RST.11.9.											
RST.11.10.		X	X	X	X	X					
WHST.11.1.		X	X	X	X	X					
WHST.11.2.		X	X	X	X	X					
WHST.11.3.											
WHST.11.4.		X	X	X	X	X					
WHST.11.5.		X	X	X	X	X					
WHST.11.6.		X	X	X	X	X					
WHST.11.7.		X	X	X	X	X					
WHST.11.8.		X	X	X	X	X					
WHST.11.9.		X	X	X	X	X					
WHST.11.10.		X	X	X	X	X					

Reading Standards for Literature (11-12)

College and Career Readiness Anchor Standards for *Reading Literature*

Key Ideas and Details

RL.11.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure

RL.11.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL.11.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11.6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Integration of Knowledge and Ideas

RL.11.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

RL.11.8. (Not applicable to literature)

RL.11.9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity

RL.11.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

Reading Standards for Informational Text (11-12)

College and Career Readiness Anchor Standards for *Informational Text*

Key Ideas and Details

RI.11.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

RI.11.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure

RI.11.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines

the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Integration of Knowledge and Ideas

RI.11.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11.8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

RI.11.9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

Range of Reading and Level of Text Complexity

RI.11.10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

College and Career Readiness Anchor Standards for *Writing*

Text Types and Purposes

W.11.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

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.

e. Provide a concluding statement or section that follows from and supports the argument presented.

W.11.2. 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.

a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters

c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

W.11.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)

W.11.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

W.11.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

W.11.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").

b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").

Range of Writing

W.11.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for *Speaking and Listening*

Comprehension and Collaboration

SL.11.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

SL.11.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)

College and Career Readiness Anchor Standards for *Language*

Conventions of Standard English

L.11.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

L.11.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Observe hyphenation conventions.

b. Spell correctly.

Knowledge of Language

L.11.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Vocabulary Acquisition and Use

L.11.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.11.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
b. Analyze nuances in the meaning of words with similar denotations.

L.11.6. 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.

Reading Standards for Literacy in History/Social Studies (11-12)

Key Ideas and Details

RH.11.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

RH.11.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas

RH.11.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain

Craft and Structure

RH.11.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RH.11.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

RH.11.6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas

RH.11.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

RH.11.8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

RH.11.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range of Reading and Level of Text Complexity

RH.11.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

Reading Standards for Literacy in Science and Technical Subjects (11-12)

Key Ideas and Details

RST.11.1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

RST.11.2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

RST.11.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Craft and Structure

RST.11.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

RST.11.5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

RST.11.6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

Integration of Knowledge and Ideas

RST.11.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

RST.11.8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

RST.11.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Range of Reading and Level of Text Complexity

RST.11.10. By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects (11-12)

Text Types and Purposes

WHST.11.1. Write arguments focused on discipline-specific content.

a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

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.

e. Provide a concluding statement or section that follows from or supports the argument presented.

WHST.11.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

WHST.11.3. (Not applicable as a separate requirement)

Production and Distribution of Writing

WHST.11.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

WHST.11.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.11.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

WHST.11.9. Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

WHST.11.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Common Core Crosswalk for Mathematics (11-12) for Family Dynamics

	Units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
Common Core Standards											
N-RN.1.		X	X	X							
N-RN.2.		X	X	X							
N-RN.3.		X	X	X							
N-Q.1.											
N-Q.2.											
N-Q.3.											
N-CN.1.											
N-CN.2.											
N-CN.3.											
N-CN.4.											
N-CN.5.											
N-CN.6.											
N-CN.7.											
N-CN.8.											
N-CN.9.											
N-VM.1.											
N-VM.2.											
N-VM.3.											
N-VM.4.											
N-VM.5.											
N-VM.6.											
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N-VM.10.											
N-VM.11.											
N-VM.12.											
A-SSE.1.											
A-SSE.2.											
A-SSE.3.											
A-SSE.4.											
A-APR.1.											
A-APR.2.											
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A-APR.6.											
A-APR.7.											
A-CED.1.											
A-CED.2.											
A-CED.3.											
A-CED.4.											
A-REI.1.											
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Mathematics (High School)

Number and Quantity

The Real Number System

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.

N-RN.2. Rewrite expressions involving radicals and rational exponents using the properties of exponents.

N-RN.3. Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.

Quantities

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.

N-Q.2. Define appropriate quantities for the purpose of descriptive modeling.

N-Q.3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

The Complex Number System

N-CN.1. Know there is a complex number i such that i2= –1, and every complex number has the form a + bi with a and b real.

N-CN.2. Use the relation i2= –1 and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.

N-CN.3. (+) Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers.

N-CN.4. (+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number.

N-CN.5. (+) Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation. For example, $(–1 + \sqrt{3}\ i)3= 8$ because $(–1 + \sqrt{3}\ i)$ has modulus 2 and argument 120°.

N-CN.6. (+) Calculate the distance between numbers in the complex plane as the modulus of the difference, and the midpoint of a segment as the average of the numbers at its endpoints.

N-CN.7. Solve quadratic equations with real coefficients that have complex solutions.

N-CN.8. (+) Extend polynomial identities to the complex numbers. For example, rewrite x2+ 4 as (x + 2i)(x – 2i).

N-CN.9. (+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.

Vector and Matrix Quantities

N-VM.1. (+) Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g., v, |v|, ||v||, v).

N-VM.2. (+) Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point.

N-VM.3. (+) Solve problems involving velocity and other quantities that can be represented by vectors.

N-VM.4. (+) Add and subtract vectors

N-VM.4.a. Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes.

N-VM.4.b. Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum.

N-VM.4.c. Understand vector subtraction $v – w$ as $v + (–w)$, where $–w$ is the additive inverse of w, with the same magnitude as w and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component-wise.

N-VM.5. (+) Multiply a vector by a scalar.

N-VM.5.a. Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as $c(vx, vy) = (cvx, cvy)$.

N-VM.5.b. Compute the magnitude of a scalar multiple cv using $||cv|| = |c|v$. Compute the direction of cv knowing that when $|c|v \neq 0$, the direction of cv is either along v (for $c > 0$) or against v (for $c < 0$).

N-VM.6. (+) Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.

N-VM.7. (+) Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled.

N-VM.8. (+) Add, subtract, and multiply matrices of appropriate dimensions.

N-VM.9. (+) Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties

N-VM.10. (+) Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.

N-VM.11. (+) Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors.

N-VM.12. (+) Work with 2×2 matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area.

Algebra

Seeing Structure in Expressions

A-SSE.1. Interpret expressions that represent a quantity in terms of its context.

A-SSE.1.a. Interpret parts of an expression, such as terms, factors, and coefficients.

A-SSE.1.b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret P(1+r)n as the product of P and a factor not depending on P.

A-SSE.2. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.

A-SSE.3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.

A-SSE.3.a. Factor a quadratic expression to reveal the zeros of the function it defines.

A-SSE.3.b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.

A-SSE.3.c. Use the properties of exponents to transform expressions for exponential functions.

A-SSE.4. Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments.

Arithmetic with Polynomials and Rational Expressions

A-APR.1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials

A-APR.2. Know and apply the Remainder Theorem: For a polynomial p(x) and a number a, the remainder on division by x – a is p(a), so p(a) = 0 if and only if (x – a) is a factor of p(x).

A-APR.3. Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.

A-APR.4. Prove polynomial identities and use them to describe numerical relationships.

A-APR.5. (+) Know and apply the Binomial Theorem for the expansion of (x+ y)n in powers of x and y for a positive integer n, where x and y are any numbers, with coefficients determined for example by Pascal's Triangle.

A-APR.6. Rewrite simple rational expressions in different forms; write a(x)/b(x)in the form q(x) + r(x)/b(x), where a(x), b(x), q(x), and r(x) are polynomials with the degree of r(x) less than the degree of b(x), using inspection, long division, or, for the more complicated examples, a computer algebra system.

A-APR.7. (+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.

Creating Equations

A-CED.1. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.

A-CED.2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

A-CED.3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.

A-CED.4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law V =IR to highlight resistance R.

Reasoning with Equations and Inequalities

A-REI.1. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

A-REI.2. Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.

A-REI.3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

A-REI.4. Solve quadratic equations in one variable.

A-REI.4.a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form (x – p)2= q that has the same solutions. Derive the quadratic formula from this form.

A-REI.4.b. Solve quadratic equations by inspection (e.g., for x2= 49), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as a ± bi for real numbers a and b.

A-REI.5. Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.

A-REI.6. Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

A-REI.7. Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line y = –3x and the circle x2+y2= 3.

A-REI.8. (+) Represent a system of linear equations as a single matrix equation in a vector variable.

A-REI.9. (+) Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension 3 × 3 or greater).

A-REI.10. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).

A-REI.11. Explain why the x-coordinates of the points where the graphs of the equations y = f(x) and y = g(x) intersect are the solutions of the equation f(x) = g(x); find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where f(x) and/or g(x) are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.

A-REI.12.Graph the solutions to a linear inequality in two variables as a half plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

Functions

Interpreting Functions

F-IF.1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then f(x) denotes the output of f corresponding to the input x. The graph of f is the graph of the equation y = f(x).

F-IF.2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.

F-IF.3. Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by f(0) = f(1) = 1, f(n+1) = f(n) + f(n-1) for $n \geq 1$.

F-IF.4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.

F-IF.5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a
factory, then the positive integers would be an appropriate domain for the function.

F-IF.6. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.

F-IF.7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.

F-IF.7.a. Graph linear and quadratic functions and show intercepts, maxima, and minima.

F-IF.7.b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.

F-IF.7.c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.

F-IF.7.d. (+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.

F-IF.7.e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.

F-IF.8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.

F-IF.8.a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.

F-IF.8.b. Use the properties of exponents to interpret expressions for exponential functions.

F-IF.9. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.

Building Functions

F-BF.1. Write a function that describes a relationship between two quantities.

F-BF.1.a. Determine an explicit expression, a recursive process, or steps for calculation from a context.

F-BF.1.b. Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.

F-BF.1.c. (+) Compose functions. For example, if T(y) is the temperature in the atmosphere as a function of height, and h(t) is the height of a weather balloon as a function of time, then T(h(t)) is the temperature at the location of the weather balloon as a function of time.

F-BF.2. Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.

F-BF.3. Identify the effect on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.

F-BF.4. Find inverse functions.

F-BF.4.a. Solve an equation of the form f(x) = c for a simple function f that has an inverse and write an expression for the inverse.

F-BF.4.b. (+) Verify by composition that one function is the inverse of another.

F-BF.4.c. (+) Read values of an inverse function from a graph or a table, given that the function has an inverse.

F-BF.4.d. (+) Produce an invertible function from a non-invertible function by restricting the domain.

F-BF.5. (+) Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.

Linear, Quadratic, and Exponential Models

F-LE.1. Distinguish between situations that can be modeled with linear functions and with exponential functions.

F-LE.1.a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.

F-LE.1.b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.

F-LE.1.c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another

F-LE.2. Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).

F-LE.3. Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.

F-LE.4. For exponential models, express as a logarithm the solution to ab ct = d where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology.

F-LE.5. Interpret the parameters in a linear or exponential function in terms of a context.

Trigonometric Functions

F-TF.1. Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.

F-TF.2. Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.

F-TF.3. (+) Use special triangles to determine geometrically the values of sine, cosine, tangent for $\pi/3$, $\pi/4$ and $\pi/6$, and use the unit circle to express the values of sine, cosine, and tangent for $\pi–x$, $\pi+x$, and $2\pi–x$ in terms of their values for x, where x is any real number.

F-TF.4. (+) Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions.

F-TF.5. Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.

F-TF.6. (+) Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.

F-TF.7. (+) Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.

F-TF.8. Prove the Pythagorean identity $\sin2(\theta) + \cos 2(\theta) = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ and the quadrant of the angle.

F-TF.9. (+) Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems.

Geometry

Congruence

G-CO.1. Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.

G-CO.2. Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).

G-CO.3. Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.

G-CO.4. Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.

G-CO.5. Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.

G-CO.6. Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.

G-CO.7. Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.

G-CO.8. Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.

G-CO.9. Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.

G-CO.10. Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.

G-CO.11. Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.

G-CO.12. Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.

G-CO.13. Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.

Similarity, Right Triangles, and Trigonometry

G-SRT.1. Verify experimentally the properties of dilations given by a center and a scale factor:

G-SRT.1.a. A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.

G-SRT.1.b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.

G-SRT.2. Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.

G-SRT.3. Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.

G-SRT.4. Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.

G-SRT.5. Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.

G-SRT.6. Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.

G-SRT.7. Explain and use the relationship between the sine and cosine of complementary angles.

G-SRT.8. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.

G-SRT.9. (+) Derive the formula $A = 1/2\ ab \sin(C)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.

G-SRT.10. (+) Prove the Laws of Sines and Cosines and use them to solve problems.

G-SRT.11. (+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).

Circles

G-C.1. Prove that all circles are similar.

G-C.2. Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.

G-C.3. Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.

G-C.4. (+) Construct a tangent line from a point outside a given circle to the circle.

G-C.5. Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.

Expressing Geometric Properties with Equations

G-GPE.1. Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.

G-GPE.2. Derive the equation of a parabola given a focus and directrix.

G-GPE.3. (+) Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant.

G-GPE.4. Use coordinates to prove simple geometric theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point $(1, \sqrt{3})$ lies on the circle centered at the origin and containing the point (0, 2).

G-GPE.5. Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).

G-GPE.6. Find the point on a directed line segment between two given points that partitions the segment in a given ratio.

G-GPE.7. Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.

Geometric Measurement and Dimension

G-GMD.1. Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments.

G-GMD.2. (+) Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.

G-GMD.3. Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.

G-GMD.4. Identify the shapes of two-dimensional cross-sections of three dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.

Modeling with Geometry

G-MG.1. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).

G-MG.2. Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).

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).

Statistics and Probability

Interpreting Categorical and Quantitative Data

S-ID.1. Represent data with plots on the real number line (dot plots, histograms, and box plots).

S-ID.2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

S-ID.3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

S-ID.4. Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate.
Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

S-ID.5. Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.

S-ID.6. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.

S-ID.6.a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.

S-ID.6.b. Informally assess the fit of a function by plotting and analyzing residuals.

S-ID.6.c. Fit a linear function for a scatter plot that suggests a linear association.

S-ID.7. Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.

S-ID.8. Compute (using technology) and interpret the correlation coefficient of a linear fit.

S-ID.9. Distinguish between correlation and causation.

Making Inferences and Justifying Conclusions

S-IC.1. Understand statistics as a process for making inferences about population parameters based on a random sample from that population.

S-IC.2. Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?

S-IC.3. Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.

S-IC.4. Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.

S-IC.5. Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.

S-IC.6. Evaluate reports based on data.

Conditional Probability and the Rules of Probability

S-CP.1. Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").

S-CP.2. Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.

S-CP.3. Understand the conditional probability of A given B as P(A and B)/P(B), and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.

S-CP.4. Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.

S-CP.5. Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.

S-CP.6. Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.

S-CP.7. Apply the Addition Rule, P(A or B) = P(A) + P(B) – P(A and B), and interpret the answer in terms of the model.

S-CP.8. (+) Apply the general Multiplication Rule in a uniform probability model, P(A and B) = P(A)P(B|A) = P(B)P(A|B), and interpret the answer in terms of the model.

S-CP.9. (+) Use permutations and combinations to compute probabilities of compound events and solve problems.

Using Probability to Make Decisions

S-MD.1. (+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.

S-MD.2. (+) Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.

S-MD.3. (+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.

S-MD.4. (+) Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. For example, find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?

S-MD.5. (+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.

> S-MD.5.a. Find the expected payoff for a game of chance. For example, find the expected winnings from a state lottery ticket or a game at a fast-food restaurant.
>
> S-MD.5.b. Evaluate and compare strategies on the basis of expected values. For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.

S-MD.6. (+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).

S-MD.7. (+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).

National Educational Technology Standards for Students (NETS-S)

NETS Crosswalk for Family Dynamics											
	Course	**Unit 1**	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 5**	**Unit 6**	**Unit 7**	**Unit 8**	**Unit 9**	**Unit 10**
NETS Standards											
T1		X	X	X	X	X					
T2		X	X	X	X	X					
T3		X	X	X	X	X					
T4		X	X	X	X	X					
T5		X	X	X	X	X					
T6		X	X	X	X	X					

T1 Creativity and Innovation
T2 Communication and Collaboration
T3 Research and Information Fluency
T4 Critical Thinking, Problem Solving, and Decision Making
T5 Digital Citizenship
T6 Technology Operations and Concepts

T1 Creativity and Innovation
Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students do the following:

a. Apply existing knowledge to generate new ideas, products, or processes.
b. Create original works as a means of personal or group expression.
c. Use models and simulations to explore complex systems and issues.
d. Identify trends and forecast possibilities.

T2 Communication and Collaboration
Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students do the following:

a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
c. Develop cultural understanding and global awareness by engaging with learners of other cultures.
d. Contribute to project teams to produce original works or solve problems.

T3 Research and Information Fluency
Students apply digital tools to gather, evaluate, and use information. Students do the following:

a. Plan strategies to guide inquiry.
b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
d. Process data and report results.

T4 Critical Thinking, Problem Solving, and Decision Making

Students use critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students do the following:

a. Identify and define authentic problems and significant questions for investigation.
b. Plan and manage activities to develop a solution or complete a project.
c. Collect and analyze data to identify solutions and/or make informed decisions.
d. Use multiple processes and diverse perspectives to explore alternative solutions.

T5 Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students do the following:

a. Advocate and practice safe, legal, and responsible use of information and technology.
b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
c. Demonstrate personal responsibility for lifelong learning.
d. Exhibit leadership for digital citizenship.

T6 Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students do the following:

a. Understand and use technology systems.
b. Select and use applications effectively and productively.
c. Troubleshoot systems and applications.
d. Transfer current knowledge to learning of new technologies.

Nutrition and Wellness[3]

Crosswalk for Nutrition And Wellness											
	Units	**Unit 1**	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 5**	**Unit 6**	**Unit 7**	**Unit 8**	**Unit 9**	**Unit 10**
FCS 1			X	X					X		
FCS2		X	X	X	X	X	X	X	X		
FCS3		X	X						X		
FCS4		X									
FCS5		X			X	X	X	X			
FCS6				X	X	X	X	X			
FCS7		X		X	X	X	X	X	X		
FCS8		X		X	X	X	X	X			
FCS9		X	X	X	X	X	X	X	X		
FCS10				X	X	X					
FCS11				X	X	X					
FCS12				X							
FCS13				X							
FCS14											
FCS15											
FCS16				X	X	X					

FCS1 CAREER, COMMUNITY, AND FAMILY CONNECTIONS
Integrate multiple life roles and responsibilities in family, work, and community settings.

FCS2 CONSUMER AND FAMILY RESOURCES
Evaluate management practices related to the human, economic, and environmental resources.

FCS3 CONSUMER SERVICES
Integrate knowledge, skills, and practices required for careers in consumer services.

FCS4 EARLY CHILDHOOD, EDUCATION, AND SERVICES
Integrate knowledge, skills, and practices required for careers in early childhood, education, and services.

FCS5 FACILITIES MANAGEMENT AND MAINTENANCE
Integrate knowledge, skills, and practices required for careers in facilities management and maintenance.

FCS6 FAMILY
Evaluate the significance of family and its impact on the well-being of individuals and society.

FCS7 FAMILY AND COMMUNITY SERVICES
Integrate knowledge, skills, and practices required for careers in family and community services.

FCS8 FOOD PRODUCTION AND SERVICES
Integrate knowledge, skills, and practices required for careers in food production and services.

FCS9 FOOD SCIENCE, DIETETICS, AND NUTRITION

[3] *Family and Consumer Sciences Education National Standards NASAFACS* • V-TECS Copyright © 2008-2018

Integrate knowledge, skills, and practices required for careers in food science, dietetics, and nutrition.

FCS10 HOSPITALITY, TOURISM, AND RECREATION

Integrate knowledge, skills, and practices required for careers in hospitality, tourism, and recreation.

FCS11 HOUSING, INTERIORS, AND FURNISHINGS

Integrate knowledge, skills, and practices required for careers in housing, interiors, and furnishings.

FCS12 HUMAN DEVELOPMENT

Analyze factors that impact human growth and development.

FCS13 INTERPERSONAL RELATIONSHIPS

Demonstrate respectful and caring relationships in the family, workplace, and community.

FCS14 NUTRITION AND WELLNESS

Demonstrate nutrition and wellness practices that enhance individual and family well-being.

FCS15 PARENTING

Evaluate the impact of parenting roles and responsibilities on strengthening the well-being of individuals and families.

FCS16 TEXTILES AND APPAREL

Integrate knowledge, skills, and practices required for careers in textiles and apparel.

21st Century Skills[4]

21st Century Crosswalk for Nutrition And Wellness											
	Units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8		
21st Century Standards											
CS1				X	X		X		X		
CS2					X	X			X		
CS3				X	X	X	X		X		
CS4		X		X	X	X	X		X		
CS5			X	X	X		X	X	X		
CS6		X	X	X	X	X	X	X	X		
CS7			X	X	X	X	X	X	X		
CS8		X	X	X	X	X	X	X	X		
CS9			X	X	X	X	X	X	X		
CS10			X	x	X	X	x	X	X		
CS11				X	X	X	X		X		
CS12		X	X	X	X	X	X	X	X		
CS13				X	X	X	X		X		
CS14		X	X	X	X	X	X	X	X		
CS15					X	X			X		
CS16				X	X	X	X		X		

CSS1-21st Century Themes

CS1 Global Awareness

1. Using 21st century skills to understand and address global issues
2. Learning from and working collaboratively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts
3. Understanding other nations and cultures, including the use of non-English languages

CS2 Financial, Economic, Business, and Entrepreneurial Literacy

1. Knowing how to make appropriate personal economic choices
2. Understanding the role of the economy in society
3. Using entrepreneurial skills to enhance workplace productivity and career options

CS3 Civic Literacy

1. Participating effectively in civic life through knowing how to stay informed and understanding governmental processes
2. Exercising the rights and obligations of citizenship at local, state, national, and global levels
3. Understanding the local and global implications of civic decisions

CS4 Health Literacy

1. Obtaining, interpreting, and understanding basic health information and services and using such information and services in ways that enhance health
2. Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction
3. Using available information to make appropriate health-related decisions
4. Establishing and monitoring personal and family health goals

[4] *21st century skills.* (n.d.). Washington, DC: Partnership for 21st Century Skills.

5. Understanding national and international public health and safety issues

CS5 Environmental Literacy

1. Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water, and ecosystems.
2. Demonstrate knowledge and understanding of society's impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.).
3. Investigate and analyze environmental issues, and make accurate conclusions about effective solutions.
4. Take individual and collective action toward addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues).

CSS2-Learning and Innovation Skills

CS6 Creativity and Innovation

1. Think Creatively
2. Work Creatively with Others
3. Implement Innovations

CS7 Critical Thinking and Problem Solving

1. Reason Effectively
2. Use Systems Thinking
3. Make Judgments and Decisions
4. Solve Problems

CS8 Communication and Collaboration

1. Communicate Clearly
2. Collaborate with Others

CSS3-Information, Media and Technology Skills

CS9 Information Literacy

1. Access and Evaluate Information
2. Use and Manage Information

CS10 Media Literacy

1. Analyze Media
2. Create Media Products

CS11 ICT Literacy

1. Apply Technology Effectively

CSS4-Life and Career Skills

CS12 Flexibility and Adaptability

1. Adapt to change
2. Be Flexible

CS13 Initiative and Self-Direction

1. Manage Goals and Time
2. Work Independently
3. Be Self-directed Learners

CS14 Social and Cross-Cultural Skills

1. Interact Effectively with others
2. Work Effectively in Diverse Teams

CS15 Productivity and Accountability

1. Manage Projects
2. Produce Results

CS16 Leadership and Responsibility

1. Guide and Lead Others
2. Be Responsible to Others

Common Core Standards

Common Core Crosswalk for English/Language Arts (11-12) for Nutrition And Wellness											
	Units	**Unit 1**	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 5**	**Unit 6**	**Unit 7**	**Unit 8**	**Unit 9**	**Unit 10**
Common Core Standards											
RL.11.1.		X	X	X	X	X	X	X	X		
RL.11.2.		X	X	X	X	X	X	X	X		
RL.11.3.		X	X	X	X	X	X	X	X		
RL.11.4.		X	X	X	X	X	X	X	X		
RL.11.5.											
RL.11.6.											
RL.11.7.		X	X	X	X	X	X	X	X		
RL.11.8.											
RL.11.9.											
RL.11.10.											
RI.11.1.											
RI.11.2.											
RI.11.3.											
RI.11.4.											
RI.11.5.											
RI.11.6.											
RI.11.7.											
RI.11.8.											
RI.11.9.											
RI.11.10.											
W.11.1.											
W.11.2.		X	X	X	X	X	X	X	X		
W.11.3.		X	X	X	X	X	X	X	X		
W.11.4.		X	X	X	X	X	X	X	X		
W.11.5.		X	X	X	X	X	X	X	X		
W.11.6.		X	X	X	X	X	X	X	X		
W.11.7.		X	X	X	X	X	X	X	X		
W.11.8.		X	X	X	X	X	X	X	X		
W.11.9.		X	X	X	X	X	X	X	X		
W.11.10.		X	X	X	X	X	X	X	X		
SL.11.1.		X	X	X	X	X	X	X	X		
SL.11.2.		X	X	X	X	X	X	X	X		
SL.11.3.		X	X	X	X	X	X	X	X		
SL.11.4.		X	X	X	X	X	X	X	X		
SL.11.5.		X	X	X	X	X	X	X	X		
SL.11.6.		X	X	X	X	X	X	X	X		
L.11.1.		X	X	X	X	X	X	X	X		
L.11.2.		X	X	X	X	X	X	X	X		
L.11.3.		X	X	X	X	X	X	X	X		
L.11.4.		X	X	X	X	X	X	X	X		
L.11.5.											
L.11.6.		X	X	X	X	X	X	X	X		
RH.11.1.		X	X	X	X	X	X	X	X		
RH.11.2.		X	X	X	X	X	X	X	X		
RH.11.3.		X	X	X	X	X	X	X	X		
RH.11.4.		X	X	X	X	X	X	X	X		
RH.11.5.											
RH.11.6.											
RH.11.7.		X	X	X	X	X	X	X	X		
RH.11.8.											
RH.11.9.		X	X	X	X	X	X	X	X		
RH.11.10.											
RST.11.1.											
RST.11.2.		X	X	X	X	X	X	X	X		
RST.11.3.		X	X	X	X	X	X	X	X		

RST.11.4.		X	X	X	X	X	X	X	X		
RST.11.5.											
RST.11.6.											
RST.11.7.		X	X	X	X	X	X	X	X		
RST.11.8.											
RST.11.9.											
RST.11.10.		X	X	X	X	X	X	X	X		
WHST.11.1.		X	X	X	X	X	X	X	X		
WHST.11.2.		X	X	X	X	X	X	X	X		
WHST.11.3.											
WHST.11.4.		X	X	X	X	X	X	X	X		
WHST.11.5.		X	X	X	X	X	X	X	X		
WHST.11.6.		X	X	X	X	X	X	X	X		
WHST.11.7.		X	X	X	X	X	X	X	X		
WHST.11.8.		X	X	X	X	X	X	X	X		
WHST.11.9.		X	X	X	X	X	X	X	X		
WHST.11.10.		X	X	X	X	X	X	X	X		

Reading Standards for Literature (11-12)

College and Career Readiness Anchor Standards for *Reading Literature*

Key Ideas and Details

RL.11.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure

RL.11.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL.11.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11.6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Integration of Knowledge and Ideas

RL.11.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

RL.11.8. (Not applicable to literature)

RL.11.9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity

RL.11.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

Reading Standards for Informational Text (11-12)

College and Career Readiness Anchor Standards for *Informational Text*

Key Ideas and Details

RI.11.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

RI.11.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure

RI.11.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines

the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Integration of Knowledge and Ideas

RI.11.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11.8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

RI.11.9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

Range of Reading and Level of Text Complexity

RI.11.10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

College and Career Readiness Anchor Standards for *Writing*

Text Types and Purposes

W.11.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

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.

e. Provide a concluding statement or section that follows from and supports the argument presented.

W.11.2. 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.

a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters

c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

W.11.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)

W.11.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

W.11.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

W.11.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").

b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").

Range of Writing

W.11.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for *Speaking and Listening*

Comprehension and Collaboration

SL.11.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

SL.11.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)

College and Career Readiness Anchor Standards for *Language*

Conventions of Standard English

L.11.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

L.11.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Observe hyphenation conventions.

b. Spell correctly.

Knowledge of Language

L.11.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Vocabulary Acquisition and Use

L.11.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.11.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
b. Analyze nuances in the meaning of words with similar denotations.

L.11.6. 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.

Reading Standards for Literacy in History/Social Studies (11-12)

Key Ideas and Details

RH.11.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

RH.11.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas

RH.11.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain

Craft and Structure

RH.11.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RH.11.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

RH.11.6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas

RH.11.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

RH.11.8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

RH.11.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range of Reading and Level of Text Complexity

RH.11.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

Reading Standards for Literacy in Science and Technical Subjects (11-12)

Key Ideas and Details

RST.11.1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

RST.11.2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

RST.11.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Craft and Structure

RST.11.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

RST.11.5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

RST.11.6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

Integration of Knowledge and Ideas

RST.11.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

RST.11.8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

RST.11.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Range of Reading and Level of Text Complexity

RST.11.10. By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects (11-12)

Text Types and Purposes

WHST.11.1. Write arguments focused on discipline-specific content.

a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

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.

e. Provide a concluding statement or section that follows from or supports the argument presented.

WHST.11.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

WHST.11.3. (Not applicable as a separate requirement)

Production and Distribution of Writing

WHST.11.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

WHST.11.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.11.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

WHST.11.9. Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

WHST.11.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Common Core Crosswalk for Mathematics (11-12) for Nutrition And Wellness

	Units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
Common Core Standards											
N-RN.1.		X	X	X	X	X	X	X	X		
N-RN.2.		X	X	X	X	X	X	X	X		
N-RN.3.		X	X	X	X	X	X	X	X		
N-Q.1.		X	X	X	X	X	X	X	X		
N-Q.2.		X	X	X	X	X	X	X	X		
N-Q.3.				X	X	X	X	X			
N-CN.1.				X	X	X	X	X			
N-CN.2.				X	X	X	X	X			
N-CN.3.				X	X	X	X	X			
N-CN.4.				X	X	X	X	X			
N-CN.5.											
N-CN.6.											
N-CN.7.											
N-CN.8.											
N-CN.9.											
N-VM.1.											
N-VM.2.											
N-VM.3.											
N-VM.4.											
N-VM.5.											
N-VM.6.											
N-VM.7.											
N-VM.8.											
N-VM.9.											
N-VM.10.											
N-VM.11.											
N-VM.12.											
A-SSE.1.											
A-SSE.2.											
A-SSE.3.											
A-SSE.4.											
A-APR.1.											
A-APR.2.											
A-APR.3.											
A-APR.4.											
A-APR.5.											
A-APR.6.											
A-APR.7.											
A-CED.1.											
A-CED.2.											
A-CED.3.											
A-CED.4.											
A-REI.1.											
A-REI.2.											
A-REI.3.											
A-REI.4.											
A-REI.5											
A-REI.6.											
A-REI.7.											
A-REI.8.											
A-REI.9.											
A-REI.10.											
A-REI.11.											
A-REI.12.											
F-IF.1.											
F-IF.2.											
F-BF.3.											

F-BF.4.											
F-LE.1.											
F-LE.2.											
F-LE.3.											
F-LE.4.											
F-LE.5.											
F-TF.1.											
F-TF.2.											
F-TF.3.											
F-TF.4.											
F-TF.5.											
F-TF.6.											
F-TF.7.											
F-TF.8.											
F-TF.9.											
G-CO.1.											
G-CO.2.											
G-CO.3.											
G-CO.4.											
G-CO.5.											
G-CO.6.											
G-CO.7.											
G-CO.8.											
G-CO.9.											
G-CO.10.											
G-CO.11.											
G-CO.12.											
G-CO.13.											
G-SRT.1.											
G-SRT.2.											
G-SRT.3.											
G-SRT.4.											
G-SRT.5.											
G-SRT.6.											
G-SRT.7.											
G-SRT.8.											
G-SRT.9.											
G-SRT.10.											
G-SRT.11.											
G-C.1.											
G-C.2.											
G-C.3.											
G-C.4.											
G-C.5.											
G-GPE.1.											
G-GPE.2.											
G-GPE.3.											
G-GPE.4.											
G-GPE.5.											
G-GPE.6.											
G-GPE.7.											
G-GMD.1.											
G-GMD.2.											
G-GMD.3.											
G-GMD.4.											
G-MG.1.											
G-MG.2.											
G-MG.3.											
S-ID.1.											
S-ID.2.											
S-ID.3.											
S-ID.4.											
S-ID.5.											
S-ID.6.											
S-ID.7.											

S-ID.8.											
S-ID.9.											
S-IC.1.											
S-IC.2.			X	X	X	X	X	X	X		
S-IC.3.			X	X	X	X	X	X	X		
S-IC.4.											
S-IC.5.			X	X	X	X	X	X	X		
S-IC.6.			X	X	X	X	X	X	X		
S-CP.1.											
S-CP.2											
S-CP.3.											
S-CP.4.											
S-CP.5.											
S-CP.6.											
S-CP.7.											
S-CP.8.											
S-CP.9.											
S-MD.1.											
S-MD.2.											
S-MD.3.											
S-MD.4.											
S-MD.5.			X	X	X	X	X	X	X		
S-MD.6.			X	X	X	X	X	X	X		
S-MD.7.											

Mathematics (High School)

Number and Quantity

The Real Number System

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.

N-RN.2. Rewrite expressions involving radicals and rational exponents using the properties of exponents.

N-RN.3. Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.

Quantities

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.

N-Q.2. Define appropriate quantities for the purpose of descriptive modeling.

N-Q.3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

The Complex Number System

N-CN.1. Know there is a complex number i such that i2= –1, and every complex number has the form a + bi with a and b real.

N-CN.2. Use the relation i2= –1 and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.

N-CN.3. (+) Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers.

N-CN.4. (+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number.

N-CN.5. (+) Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation. For example, $(–1 + \sqrt{3}\ i)3= 8$ because $(–1 + \sqrt{3}\ i)$ has modulus 2 and argument 120°.

N-CN.6. (+) Calculate the distance between numbers in the complex plane as the modulus of the difference, and the midpoint of a segment as the average of the numbers at its endpoints.

N-CN.7. Solve quadratic equations with real coefficients that have complex solutions.

N-CN.8. (+) Extend polynomial identities to the complex numbers. For example, rewrite x2+ 4 as (x + 2i)(x – 2i).

N-CN.9. (+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.

Vector and Matrix Quantities

N-VM.1. (+) Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g., v, |v|, ||v||, v).

N-VM.2. (+) Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point.

N-VM.3. (+) Solve problems involving velocity and other quantities that can be represented by vectors.

N-VM.4. (+) Add and subtract vectors

N-VM.4.a. Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes.

N-VM.4.b. Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum.

N-VM.4.c. Understand vector subtraction $v – w$ as $v + (–w)$, where $–w$ is the additive inverse of w, with the same magnitude as w and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component-wise.

N-VM.5. (+) Multiply a vector by a scalar.

N-VM.5.a. Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as $c(vx, vy) = (cvx, cvy)$.

N-VM.5.b. Compute the magnitude of a scalar multiple cv using $||cv|| = |c|v$. Compute the direction of cv knowing that when $|c|v \neq 0$, the direction of cv is either along v (for $c > 0$) or against v (for $c < 0$).

N-VM.6. (+) Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.

N-VM.7. (+) Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled.

N-VM.8. (+) Add, subtract, and multiply matrices of appropriate dimensions.

N-VM.9. (+) Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties

N-VM.10. (+) Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.

N-VM.11. (+) Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors.

N-VM.12. (+) Work with 2×2 matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area.

Algebra

Seeing Structure in Expressions

A-SSE.1. Interpret expressions that represent a quantity in terms of its context.

A-SSE.1.a. Interpret parts of an expression, such as terms, factors, and coefficients.

A-SSE.1.b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret P(1+r)n as the product of P and a factor not depending on P.

A-SSE.2. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.

A-SSE.3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.

A-SSE.3.a. Factor a quadratic expression to reveal the zeros of the function it defines.

A-SSE.3.b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.

A-SSE.3.c. Use the properties of exponents to transform expressions for exponential functions.

A-SSE.4. Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments.

Arithmetic with Polynomials and Rational Expressions

A-APR.1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials

A-APR.2. Know and apply the Remainder Theorem: For a polynomial p(x) and a number a, the remainder on division by x – a is p(a), so p(a) = 0 if and only if (x – a) is a factor of p(x).

A-APR.3. Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.

A-APR.4. Prove polynomial identities and use them to describe numerical relationships.

A-APR.5. (+) Know and apply the Binomial Theorem for the expansion of (x+ y)n in powers of x and y for a positive integer n, where x and y are any numbers, with coefficients determined for example by Pascal's Triangle.

A-APR.6. Rewrite simple rational expressions in different forms; write a(x)/b(x)in the form q(x) + r(x)/b(x), where a(x), b(x), q(x), and r(x) are polynomials with the degree of r(x) less than the degree of b(x), using inspection, long division, or, for the more complicated examples, a computer algebra system.

A-APR.7. (+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.

Creating Equations

A-CED.1. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.

A-CED.2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

A-CED.3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.

A-CED.4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law V =IR to highlight resistance R.

Reasoning with Equations and Inequalities

A-REI.1. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

A-REI.2. Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.

A-REI.3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

A-REI.4. Solve quadratic equations in one variable.

A-REI.4.a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form (x – p)2= q that has the same solutions. Derive the quadratic formula from this form.

A-REI.4.b. Solve quadratic equations by inspection (e.g., for x2= 49), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as a ± bi for real numbers a and b.

A-REI.5. Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.

A-REI.6. Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

A-REI.7. Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line y = –3x and the circle x2+y2= 3.

A-REI.8. (+) Represent a system of linear equations as a single matrix equation in a vector variable.

A-REI.9. (+) Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension 3 × 3 or greater).

A-REI.10. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).

A-REI.11. Explain why the x-coordinates of the points where the graphs of the equations y = f(x) and y = g(x) intersect are the solutions of the equation f(x) = g(x); find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where f(x) and/or g(x) are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.

A-REI.12.Graph the solutions to a linear inequality in two variables as a half plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

Functions

Interpreting Functions

F-IF.1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then f(x) denotes the output of f corresponding to the input x. The graph of f is the graph of the equation y = f(x).

F-IF.2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.

F-IF.3. Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by f(0) = f(1) = 1, f(n+1) = f(n) + f(n-1) for $n \geq 1$.

F-IF.4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.

F-IF.5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.

F-IF.6. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.

F-IF.7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.

F-IF.7.a. Graph linear and quadratic functions and show intercepts, maxima, and minima.

F-IF.7.b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.

F-IF.7.c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.

F-IF.7.d. (+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.

F-IF.7.e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.

F-IF.8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.

F-IF.8.a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.

F-IF.8.b. Use the properties of exponents to interpret expressions for exponential functions.

F-IF.9. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.

Building Functions

F-BF.1. Write a function that describes a relationship between two quantities.

F-BF.1.a. Determine an explicit expression, a recursive process, or steps for calculation from a context.

F-BF.1.b. Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.

F-BF.1.c. (+) Compose functions. For example, if T(y) is the temperature in the atmosphere as a function of height, and h(t) is the height of a weather balloon as a function of time, then T(h(t)) is the temperature at the location of the weather balloon as a function of time.

F-BF.2. Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.

F-BF.3. Identify the effect on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.

F-BF.4. Find inverse functions.

F-BF.4.a. Solve an equation of the form f(x) = c for a simple function f that has an inverse and write an expression for the inverse.

F-BF.4.b. (+) Verify by composition that one function is the inverse of another.

F-BF.4.c. (+) Read values of an inverse function from a graph or a table, given that the function has an inverse.

F-BF.4.d. (+) Produce an invertible function from a non-invertible function by restricting the domain.

F-BF.5. (+) Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.

Linear, Quadratic, and Exponential Models

F-LE.1. Distinguish between situations that can be modeled with linear functions and with exponential functions.

F-LE.1.a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.

F-LE.1.b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.

F-LE.1.c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another

F-LE.2. Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).

F-LE.3. Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.

F-LE.4. For exponential models, express as a logarithm the solution to ab ct = d where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology.

F-LE.5. Interpret the parameters in a linear or exponential function in terms of a context.

Trigonometric Functions

F-TF.1. Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.

F-TF.2. Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.

F-TF.3. (+) Use special triangles to determine geometrically the values of sine, cosine, tangent for $\pi/3$, $\pi/4$ and $\pi/6$, and use the unit circle to express the values of sine, cosine, and tangent for $\pi - x$, $\pi + x$, and $2\pi - x$ in terms of their values for x, where x is any real number.

F-TF.4. (+) Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions.

F-TF.5. Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.

F-TF.6. (+) Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.

F-TF.7. (+) Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.

F-TF.8. Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ and the quadrant of the angle.

F-TF.9. (+) Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems.

Geometry

Congruence

G-CO.1. Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.

G-CO.2. Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).

G-CO.3. Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.

G-CO.4. Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.

G-CO.5. Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.

G-CO.6. Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.

G-CO.7. Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.

G-CO.8. Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.

G-CO.9. Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.

G-CO.10. Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.

G-CO.11. Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.

G-CO.12. Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.

G-CO.13. Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.

Similarity, Right Triangles, and Trigonometry

G-SRT.1. Verify experimentally the properties of dilations given by a center and a scale factor:

G-SRT.1.a. A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.

G-SRT.1.b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.

G-SRT.2. Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.

G-SRT.3. Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.

G-SRT.4. Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.

G-SRT.5. Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.

G-SRT.6. Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.

G-SRT.7. Explain and use the relationship between the sine and cosine of complementary angles.

G-SRT.8. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.

G-SRT.9. (+) Derive the formula $A = 1/2\ ab \sin(C)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.

G-SRT.10. (+) Prove the Laws of Sines and Cosines and use them to solve problems.

G-SRT.11. (+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).

Circles

G-C.1. Prove that all circles are similar.

G-C.2. Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.

G-C.3. Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.

G-C.4. (+) Construct a tangent line from a point outside a given circle to the circle.

G-C.5. Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.

Expressing Geometric Properties with Equations

G-GPE.1. Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.

G-GPE.2. Derive the equation of a parabola given a focus and directrix.

G-GPE.3. (+) Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant.

G-GPE.4. Use coordinates to prove simple geometric theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point $(1, \sqrt{3})$ lies on the circle centered at the origin and containing the point (0, 2).

G-GPE.5. Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).

G-GPE.6. Find the point on a directed line segment between two given points that partitions the segment in a given ratio.

G-GPE.7. Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.

Geometric Measurement and Dimension

G-GMD.1. Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments.

G-GMD.2. (+) Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.

G-GMD.3. Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.

G-GMD.4. Identify the shapes of two-dimensional cross-sections of three dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.

Modeling with Geometry

G-MG.1. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).

G-MG.2. Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).

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).

Statistics and Probability

Interpreting Categorical and Quantitative Data

S-ID.1. Represent data with plots on the real number line (dot plots, histograms, and box plots).

S-ID.2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

S-ID.3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

S-ID.4. Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate.
Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

S-ID.5. Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.

S-ID.6. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.

S-ID.6.a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.

S-ID.6.b. Informally assess the fit of a function by plotting and analyzing residuals.

S-ID.6.c. Fit a linear function for a scatter plot that suggests a linear association.

S-ID.7. Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.

S-ID.8. Compute (using technology) and interpret the correlation coefficient of a linear fit.

S-ID.9. Distinguish between correlation and causation.

Making Inferences and Justifying Conclusions

S-IC.1. Understand statistics as a process for making inferences about population parameters based on a random sample from that population.

S-IC.2. Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?

S-IC.3. Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.

S-IC.4. Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.

S-IC.5. Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.

S-IC.6. Evaluate reports based on data.

Conditional Probability and the Rules of Probability

S-CP.1. Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").

S-CP.2. Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.

S-CP.3. Understand the conditional probability of A given B as P(A and B)/P(B), and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.

S-CP.4. Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.

S-CP.5. Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.

S-CP.6. Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.

S-CP.7. Apply the Addition Rule, P(A or B) = P(A) + P(B) – P(A and B), and interpret the answer in terms of the model.

S-CP.8. (+) Apply the general Multiplication Rule in a uniform probability model, P(A and B) = P(A)P(B|A) = P(B)P(A|B), and interpret the answer in terms of the model.

S-CP.9. (+) Use permutations and combinations to compute probabilities of compound events and solve problems.

Using Probability to Make Decisions

S-MD.1. (+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.

S-MD.2. (+) Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.

S-MD.3. (+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.

S-MD.4. (+) Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. For example, find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?

S-MD.5. (+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.

> S-MD.5.a. Find the expected payoff for a game of chance. For example, find the expected winnings from a state lottery ticket or a game at a fast-food restaurant.
>
> S-MD.5.b. Evaluate and compare strategies on the basis of expected values. For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.

S-MD.6. (+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).

S-MD.7. (+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).

National Educational Technology Standards for Students (NETS-S)

NETS Crosswalk for Nutrition And Wellness											
	Course	**Unit 1**	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 5**	**Unit 6**	**Unit 7**	**Unit 8**	**Unit 9**	**Unit 10**
NETS Standards											
T1			X		X	X					
T2		X		X							
T3				X							
T4					X						
T5				X							
T6						X					

T1 Creativity and Innovation
T2 Communication and Collaboration
T3 Research and Information Fluency
T4 Critical Thinking, Problem Solving, and Decision Making
T5 Digital Citizenship
T6 Technology Operations and Concepts

T1 Creativity and Innovation
Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students do the following:

a. Apply existing knowledge to generate new ideas, products, or processes.
b. Create original works as a means of personal or group expression.
c. Use models and simulations to explore complex systems and issues.
d. Identify trends and forecast possibilities.

T2 Communication and Collaboration
Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students do the following:

a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
c. Develop cultural understanding and global awareness by engaging with learners of other cultures.
d. Contribute to project teams to produce original works or solve problems.

T3 Research and Information Fluency
Students apply digital tools to gather, evaluate, and use information. Students do the following:

a. Plan strategies to guide inquiry.
b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
d. Process data and report results.

T4 Critical Thinking, Problem Solving, and Decision Making

Students use critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students do the following:

a. Identify and define authentic problems and significant questions for investigation.
b. Plan and manage activities to develop a solution or complete a project.
c. Collect and analyze data to identify solutions and/or make informed decisions.
d. Use multiple processes and diverse perspectives to explore alternative solutions.

T5 Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students do the following:

a. Advocate and practice safe, legal, and responsible use of information and technology.
b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
c. Demonstrate personal responsibility for lifelong learning.
d. Exhibit leadership for digital citizenship.

T6 Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students do the following:

a. Understand and use technology systems.
b. Select and use applications effectively and productively.
c. Troubleshoot systems and applications.
d. Transfer current knowledge to learning of new technologies.

Child Development[5]

Crosswalk for Child Development											
	Units	**Unit 1**	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 5**	**Unit 6**	**Unit 7**	**Unit 8**	**Unit 9**	**Unit 10**
FCS 1			X	X							
FCS2		X	X	X	X	X					
FCS3		X	X								
FCS4		X									
FCS5		X			X	X					
FCS6				X	X	X					
FCS7		X		X	X	X					
FCS8		X		X	X	X					
FCS9		x		x	x	X					
FCS10				X	X	X					
FCS11				X	X	X					
FCS12				X							
FCS13				X							
FCS14											
FCS15											
FCS16				X	X	X					

FCS1 CAREER, COMMUNITY, AND FAMILY CONNECTIONS
Integrate multiple life roles and responsibilities in family, work, and community settings.

FCS2 CONSUMER AND FAMILY RESOURCES
Evaluate management practices related to the human, economic, and environmental resources.

FCS3 CONSUMER SERVICES
Integrate knowledge, skills, and practices required for careers in consumer services.

FCS4 EARLY CHILDHOOD, EDUCATION, AND SERVICES
Integrate knowledge, skills, and practices required for careers in early childhood, education, and services.

FCS5 FACILITIES MANAGEMENT AND MAINTENANCE
Integrate knowledge, skills, and practices required for careers in facilities management and maintenance.

FCS6 FAMILY
Evaluate the significance of family and its impact on the well-being of individuals and society.

FCS7 FAMILY AND COMMUNITY SERVICES
Integrate knowledge, skills, and practices required for careers in family and community services.

FCS8 FOOD PRODUCTION AND SERVICES
Integrate knowledge, skills, and practices required for careers in food production and services.

FCS9 FOOD SCIENCE, DIETETICS, AND NUTRITION

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Integrate knowledge, skills, and practices required for careers in food science, dietetics, and nutrition.

FCS10 HOSPITALITY, TOURISM, AND RECREATION

Integrate knowledge, skills, and practices required for careers in hospitality, tourism, and recreation.

FCS11 HOUSING, INTERIORS, AND FURNISHINGS

Integrate knowledge, skills, and practices required for careers in housing, interiors, and furnishings.

FCS12 HUMAN DEVELOPMENT

Analyze factors that impact human growth and development.

FCS13 INTERPERSONAL RELATIONSHIPS

Demonstrate respectful and caring relationships in the family, workplace, and community.

FCS14 NUTRITION AND WELLNESS

Demonstrate nutrition and wellness practices that enhance individual and family well-being.

FCS15 PARENTING

Evaluate the impact of parenting roles and responsibilities on strengthening the well-being of individuals and families.

FCS16 TEXTILES AND APPAREL

Integrate knowledge, skills, and practices required for careers in textiles and apparel.

21st Century Skills[6]

21st Century Crosswalk for Child Development											
	Units	**Unit 1 Orientation**	**Unit 2 Discovering You**	**Unit 3 Discovering Relationships**	**Unit 4 Discovering Family Growth**	**Unit 5 Discovering Career Opportunities**					
21st Century Standards											
CS1				X	X						
CS2					X	X					
CS3				X	X	X					
CS4		X		X	X	X					
CS5			X	X	X						
CS6		X	X	X	X	X					
CS7			X	X	X	X					
CS8		X	X	X	X	X					
CS9			X	X	X	X					
CS10			X	X	X	X					
CS11				X	X	X					
CS12		X	X	X	X	X					
CS13				X	X	X					
CS14		X	X	X	X	X					
CS15					X	X					
CS16				X	X	X					

CSS1-21st Century Themes

CS1 Global Awareness

1. Using 21st century skills to understand and address global issues
2. Learning from and working collaboratively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts
3. Understanding other nations and cultures, including the use of non-English languages

CS2 Financial, Economic, Business, and Entrepreneurial Literacy

1. Knowing how to make appropriate personal economic choices
2. Understanding the role of the economy in society
3. Using entrepreneurial skills to enhance workplace productivity and career options

CS3 Civic Literacy

1. Participating effectively in civic life through knowing how to stay informed and understanding governmental processes
2. Exercising the rights and obligations of citizenship at local, state, national, and global levels
3. Understanding the local and global implications of civic decisions

CS4 Health Literacy

1. Obtaining, interpreting, and understanding basic health information and services and using such information and services in ways that enhance health
2. Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction
3. Using available information to make appropriate health-related decisions

[6] *21st century skills.* (n.d.). Washington, DC: Partnership for 21st Century Skills.

4. Establishing and monitoring personal and family health goals
5. Understanding national and international public health and safety issues

CS5 Environmental Literacy

1. Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water, and ecosystems.
2. Demonstrate knowledge and understanding of society's impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.).
3. Investigate and analyze environmental issues, and make accurate conclusions about effective solutions.
4. Take individual and collective action toward addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues).

CSS2-Learning and Innovation Skills

CS6 Creativity and Innovation

1. Think Creatively
2. Work Creatively with Others
3. Implement Innovations

CS7 Critical Thinking and Problem Solving

1. Reason Effectively
2. Use Systems Thinking
3. Make Judgments and Decisions
4. Solve Problems

CS8 Communication and Collaboration

1. Communicate Clearly
2. Collaborate with Others

CSS3-Information, Media and Technology Skills

CS9 Information Literacy

1. Access and Evaluate Information
2. Use and Manage Information

CS10 Media Literacy

1. Analyze Media
2. Create Media Products

CS11 ICT Literacy

1. Apply Technology Effectively

CSS4-Life and Career Skills

CS12 Flexibility and Adaptability

1. Adapt to change
2. Be Flexible

CS13 Initiative and Self-Direction

1. Manage Goals and Time
2. Work Independently

3. Be Self-directed Learners

CS14 Social and Cross-Cultural Skills

1. Interact Effectively with others
2. Work Effectively in Diverse Teams

CS15 Productivity and Accountability

1. Manage Projects
2. Produce Results

CS16 Leadership and Responsibility

1. Guide and Lead Others
2. Be Responsible to Others

Common Core Standards

Common Core Crosswalk for English/Language Arts (11-12) for Child Development											
	Units	**Unit 1**	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 5**	**Unit 6**	**Unit 7**	**Unit 8**	**Unit 9**	**Unit 10**
Common Core Standards											
RL.11.1.		X	X	X	X	X					
RL.11.2.		X	X	X	X	X					
RL.11.3.		X	X	X	X	X					
RL.11.4.		X	X	X	X	X					
RL.11.5.											
RL.11.6.											
RL.11.7.		X	X	X	X	X					
RL.11.8.											
RL.11.9.											
RL.11.10.											
RI.11.1.											
RI.11.2.											
RI.11.3.											
RI.11.4.											
RI.11.5.											
RI.11.6.											
RI.11.7.											
RI.11.8.											
RI.11.9.											
RI.11.10.											
W.11.1.											
W.11.2.		X	X	X	X	X					
W.11.3.		X	X	X	X	X					
W.11.4.		X	X	X	X	X					
W.11.5.		X	X	X	X	X					
W.11.6.		X	X	X	X	X					
W.11.7.		X	X	X	X	X					
W.11.8.		X	X	X	X	X					
W.11.9.		X	X	X	X	X					
W.11.10.		X	X	X	X	X					
SL.11.1.		X	X	X	X	X					
SL.11.2.		X	X	X	X	X					
SL.11.3.		X	X	X	X	X					
SL.11.4.		X	X	X	X	X					
SL.11.5.		X	X	X	X	X					
SL.11.6.		X	X	X	X	X					
L.11.1.		X	X	X	X	X					
L.11.2.		X	X	X	X	X					
L.11.3.		X	X	X	X	X					
L.11.4.		X	X	X	X	X					
L.11.5.											
L.11.6.		X	X	X	X	X					
RH.11.1.		X	X	X	X	X					
RH.11.2.		X	X	X	X	X					
RH.11.3.		X	X	X	X	X					
RH.11.4.		X	X	X	X	X					
RH.11.5.											
RH.11.6.											
RH.11.7.		X	X	X	X	X					
RH.11.8.											
RH.11.9.		X	X	X	X	X					
RH.11.10.											
RST.11.1.											
RST.11.2.		X	X	X	X	X					
RST.11.3.		X	X	X	X	X					

RST.11.4.		X	X	X	X	X					
RST.11.5.											
RST.11.6.											
RST.11.7.		X	X	X	X	X					
RST.11.8.											
RST.11.9.											
RST.11.10.		X	X	X	X	X					
WHST.11.1.		X	X	X	X	X					
WHST.11.2.		X	X	X	X	X					
WHST.11.3.											
WHST.11.4.		X	X	X	X	X					
WHST.11.5.		X	X	X	X	X					
WHST.11.6.		X	X	X	X	X					
WHST.11.7.		X	X	X	X	X					
WHST.11.8.		X	X	X	X	X					
WHST.11.9.		X	X	X	X	X					
WHST.11.10.		X	X	X	X	X					

Reading Standards for Literature (11-12)

College and Career Readiness Anchor Standards for *Reading Literature*

Key Ideas and Details

RL.11.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure

RL.11.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL.11.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11.6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Integration of Knowledge and Ideas

RL.11.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

RL.11.8. (Not applicable to literature)

RL.11.9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity

RL.11.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

Reading Standards for Informational Text (11-12)

College and Career Readiness Anchor Standards for *Informational Text*

Key Ideas and Details

RI.11.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

RI.11.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure

RI.11.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines

the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Integration of Knowledge and Ideas

RI.11.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11.8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

RI.11.9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

Range of Reading and Level of Text Complexity

RI.11.10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

College and Career Readiness Anchor Standards for *Writing*

Text Types and Purposes

W.11.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

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.

e. Provide a concluding statement or section that follows from and supports the argument presented.

W.11.2. 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.

a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters

c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

W.11.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)

W.11.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

W.11.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

W.11.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").

b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").

Range of Writing

W.11.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for *Speaking and Listening*

Comprehension and Collaboration

SL.11.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

SL.11.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)

College and Career Readiness Anchor Standards for *Language*

Conventions of Standard English

L.11.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

L.11.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Observe hyphenation conventions.

b. Spell correctly.

Knowledge of Language

L.11.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Vocabulary Acquisition and Use

L.11.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.11.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
b. Analyze nuances in the meaning of words with similar denotations.

L.11.6. 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.

Reading Standards for Literacy in History/Social Studies (11-12)

Key Ideas and Details

RH.11.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

RH.11.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas

RH.11.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain

Craft and Structure

RH.11.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RH.11.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

RH.11.6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas

RH.11.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

RH.11.8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

RH.11.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range of Reading and Level of Text Complexity

RH.11.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

Reading Standards for Literacy in Science and Technical Subjects (11-12)

Key Ideas and Details

RST.11.1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

RST.11.2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

RST.11.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Craft and Structure

RST.11.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

RST.11.5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

RST.11.6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

Integration of Knowledge and Ideas

RST.11.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

RST.11.8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

RST.11.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Range of Reading and Level of Text Complexity

RST.11.10. By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects (11-12)

Text Types and Purposes

WHST.11.1. Write arguments focused on discipline-specific content.

a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

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.

e. Provide a concluding statement or section that follows from or supports the argument presented.

WHST.11.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

WHST.11.3. (Not applicable as a separate requirement)

Production and Distribution of Writing

WHST.11.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

WHST.11.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.11.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

WHST.11.9. Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

WHST.11.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Common Core Crosswalk for Mathematics (11-12) for Child Development

	Units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
Common Core Standards											
N-RN.1.		X	X	X	X	X					
N-RN.2.		X	X	X	X	X					
N-RN.3.		X	X	X	X	X					
N-Q.1.											
N-Q.2.											
N-Q.3.											
N-CN.1.											
N-CN.2.											
N-CN.3.											
N-CN.4.											
N-CN.5.											
N-CN.6.											
N-CN.7.											
N-CN.8.											
N-CN.9.											
N-VM.1.											
N-VM.2.											
N-VM.3.											
N-VM.4.											
N-VM.5.											
N-VM.6.											
N-VM.7.											
N-VM.8.											
N-VM.9.											
N-VM.10.											
N-VM.11.											
N-VM.12.											
A-SSE.1.											
A-SSE.2.											
A-SSE.3.											
A-SSE.4.											
A-APR.1.											
A-APR.2.											
A-APR.3.											
A-APR.4.											
A-APR.5.											
A-APR.6.											
A-APR.7.											
A-CED.1.											
A-CED.2.											
A-CED.3.											
A-CED.4.											
A-REI.1.											
A-REI.2.											
A-REI.3.											
A-REI.4.											
A-REI.5											
A-REI.6.											
A-REI.7.											
A-REI.8.											
A-REI.9.											
A-REI.10.											
A-REI.11.											
A-REI.12.											
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Mathematics (High School)

Number and Quantity

The Real Number System

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.

N-RN.2. Rewrite expressions involving radicals and rational exponents using the properties of exponents.

N-RN.3. Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.

Quantities

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.

N-Q.2. Define appropriate quantities for the purpose of descriptive modeling.

N-Q.3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

The Complex Number System

N-CN.1. Know there is a complex number i such that i2= –1, and every complex number has the form a + bi with a and b real.

N-CN.2. Use the relation i2= –1 and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.

N-CN.3. (+) Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers.

N-CN.4. (+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number.

N-CN.5. (+) Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation. For example, $(–1 + \sqrt{3}\ i)3= 8$ because $(–1 + \sqrt{3}\ i)$ has modulus 2 and argument 120°.

N-CN.6. (+) Calculate the distance between numbers in the complex plane as the modulus of the difference, and the midpoint of a segment as the average of the numbers at its endpoints.

N-CN.7. Solve quadratic equations with real coefficients that have complex solutions.

N-CN.8. (+) Extend polynomial identities to the complex numbers. For example, rewrite x2+ 4 as (x + 2i)(x – 2i).

N-CN.9. (+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.

Vector and Matrix Quantities

N-VM.1. (+) Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g., v, |v|, ||v||, v).

N-VM.2. (+) Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point.

N-VM.3. (+) Solve problems involving velocity and other quantities that can be represented by vectors.

N-VM.4. (+) Add and subtract vectors

N-VM.4.a. Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes.

N-VM.4.b. Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum.

N-VM.4.c. Understand vector subtraction $v – w$ as $v + (–w)$, where $–w$ is the additive inverse of w, with the same magnitude as w and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component-wise.

N-VM.5. (+) Multiply a vector by a scalar.

N-VM.5.a. Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as $c(vx, vy) = (cvx, cvy)$.

N-VM.5.b. Compute the magnitude of a scalar multiple cv using $||cv|| = |c|v$. Compute the direction of cv knowing that when $|c|v \neq 0$, the direction of cv is either along v (for $c > 0$) or against v (for $c < 0$).

N-VM.6. (+) Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.

N-VM.7. (+) Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled.

N-VM.8. (+) Add, subtract, and multiply matrices of appropriate dimensions.

N-VM.9. (+) Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties

N-VM.10. (+) Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.

N-VM.11. (+) Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors.

N-VM.12. (+) Work with 2×2 matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area.

Algebra

Seeing Structure in Expressions

A-SSE.1. Interpret expressions that represent a quantity in terms of its context.

A-SSE.1.a. Interpret parts of an expression, such as terms, factors, and coefficients.

A-SSE.1.b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret P(1+r)n as the product of P and a factor not depending on P.

A-SSE.2. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.

A-SSE.3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.

A-SSE.3.a. Factor a quadratic expression to reveal the zeros of the function it defines.

A-SSE.3.b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.

A-SSE.3.c. Use the properties of exponents to transform expressions for exponential functions.

A-SSE.4. Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments.

Arithmetic with Polynomials and Rational Expressions

A-APR.1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials

A-APR.2. Know and apply the Remainder Theorem: For a polynomial p(x) and a number a, the remainder on division by x – a is p(a), so p(a) = 0 if and only if (x – a) is a factor of p(x).

A-APR.3. Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.

A-APR.4. Prove polynomial identities and use them to describe numerical relationships.

A-APR.5. (+) Know and apply the Binomial Theorem for the expansion of (x+ y)n in powers of x and y for a positive integer n, where x and y are any numbers, with coefficients determined for example by Pascal's Triangle.

A-APR.6. Rewrite simple rational expressions in different forms; write a(x)/b(x)in the form q(x) + r(x)/b(x), where a(x), b(x), q(x), and r(x) are polynomials with the degree of r(x) less than the degree of b(x), using inspection, long division, or, for the more complicated examples, a computer algebra system.

A-APR.7. (+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.

Creating Equations

A-CED.1. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.

A-CED.2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

A-CED.3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.

A-CED.4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law V =IR to highlight resistance R.

Reasoning with Equations and Inequalities

A-REI.1. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

A-REI.2. Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.

A-REI.3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

A-REI.4. Solve quadratic equations in one variable.

A-REI.4.a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form (x – p)2= q that has the same solutions. Derive the quadratic formula from this form.

A-REI.4.b. Solve quadratic equations by inspection (e.g., for x2= 49), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as a ± bi for real numbers a and b.

A-REI.5. Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.

A-REI.6. Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

A-REI.7. Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line y = –3x and the circle x2+y2= 3.

A-REI.8. (+) Represent a system of linear equations as a single matrix equation in a vector variable.

A-REI.9. (+) Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension 3 × 3 or greater).

A-REI.10. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).

A-REI.11. Explain why the x-coordinates of the points where the graphs of the equations y = f(x) and y = g(x) intersect are the solutions of the equation f(x) = g(x); find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where f(x) and/or g(x) are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.

A-REI.12.Graph the solutions to a linear inequality in two variables as a half plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

Functions

Interpreting Functions

F-IF.1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then f(x) denotes the output of f corresponding to the input x. The graph of f is the graph of the equation y = f(x).

F-IF.2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.

F-IF.3. Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by f(0) = f(1) = 1, f(n+1) = f(n) + f(n-1) for $n \geq 1$.

F-IF.4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.

F-IF.5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a
factory, then the positive integers would be an appropriate domain for the function.

F-IF.6. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.

F-IF.7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.

F-IF.7.a. Graph linear and quadratic functions and show intercepts, maxima, and minima.

F-IF.7.b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.

F-IF.7.c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.

F-IF.7.d. (+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.

F-IF.7.e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.

F-IF.8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.

F-IF.8.a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.

F-IF.8.b. Use the properties of exponents to interpret expressions for exponential functions.

F-IF.9. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.

Building Functions

F-BF.1. Write a function that describes a relationship between two quantities.

F-BF.1.a. Determine an explicit expression, a recursive process, or steps for calculation from a context.

F-BF.1.b. Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.

F-BF.1.c. (+) Compose functions. For example, if T(y) is the temperature in the atmosphere as a function of height, and h(t) is the height of a weather balloon as a function of time, then T(h(t)) is the temperature at the location of the weather balloon as a function of time.

F-BF.2. Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.

F-BF.3. Identify the effect on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.

F-BF.4. Find inverse functions.

F-BF.4.a. Solve an equation of the form f(x) = c for a simple function f that has an inverse and write an expression for the inverse.

F-BF.4.b. (+) Verify by composition that one function is the inverse of another.

F-BF.4.c. (+) Read values of an inverse function from a graph or a table, given that the function has an inverse.

F-BF.4.d. (+) Produce an invertible function from a non-invertible function by restricting the domain.

F-BF.5. (+) Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.

Linear, Quadratic, and Exponential Models

F-LE.1. Distinguish between situations that can be modeled with linear functions and with exponential functions.

F-LE.1.a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.

F-LE.1.b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.

F-LE.1.c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another

F-LE.2. Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).

F-LE.3. Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.

F-LE.4. For exponential models, express as a logarithm the solution to ab ct = d where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology.

F-LE.5. Interpret the parameters in a linear or exponential function in terms of a context.

Trigonometric Functions

F-TF.1. Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.

F-TF.2. Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.

F-TF.3. (+) Use special triangles to determine geometrically the values of sine, cosine, tangent for $\pi/3$, $\pi/4$ and $\pi/6$, and use the unit circle to express the values of sine, cosine, and tangent for $\pi-x$, $\pi+x$, and $2\pi-x$ in terms of their values for x, where x is any real number.

F-TF.4. (+) Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions.

F-TF.5. Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.

F-TF.6. (+) Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.

F-TF.7. (+) Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.

F-TF.8. Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ and the quadrant of the angle.

F-TF.9. (+) Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems.

Geometry

Congruence

G-CO.1. Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.

G-CO.2. Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).

G-CO.3. Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.

G-CO.4. Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.

G-CO.5. Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.

G-CO.6. Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.

G-CO.7. Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.

G-CO.8. Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.

G-CO.9. Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.

G-CO.10. Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.

G-CO.11. Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.

G-CO.12. Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.

G-CO.13. Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.

Similarity, Right Triangles, and Trigonometry

G-SRT.1. Verify experimentally the properties of dilations given by a center and a scale factor:

G-SRT.1.a. A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.

G-SRT.1.b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.

G-SRT.2. Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.

G-SRT.3. Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.

G-SRT.4. Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.

G-SRT.5. Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.

G-SRT.6. Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.

G-SRT.7. Explain and use the relationship between the sine and cosine of complementary angles.

G-SRT.8. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.

G-SRT.9. (+) Derive the formula $A = 1/2\ ab \sin(C)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.

G-SRT.10. (+) Prove the Laws of Sines and Cosines and use them to solve problems.

G-SRT.11. (+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).

Circles

G-C.1. Prove that all circles are similar.

G-C.2. Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.

G-C.3. Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.

G-C.4. (+) Construct a tangent line from a point outside a given circle to the circle.

G-C.5. Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.

Expressing Geometric Properties with Equations

G-GPE.1. Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.

G-GPE.2. Derive the equation of a parabola given a focus and directrix.

G-GPE.3. (+) Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant.

G-GPE.4. Use coordinates to prove simple geometric theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point $(1, \sqrt{3})$ lies on the circle centered at the origin and containing the point (0, 2).

G-GPE.5. Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).

G-GPE.6. Find the point on a directed line segment between two given points that partitions the segment in a given ratio.

G-GPE.7. Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.

Geometric Measurement and Dimension

G-GMD.1. Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments.

G-GMD.2. (+) Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.

G-GMD.3. Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.

G-GMD.4. Identify the shapes of two-dimensional cross-sections of three dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.

Modeling with Geometry

G-MG.1. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).

G-MG.2. Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).

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).

Statistics and Probability

Interpreting Categorical and Quantitative Data

S-ID.1. Represent data with plots on the real number line (dot plots, histograms, and box plots).

S-ID.2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

S-ID.3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

S-ID.4. Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate.
Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

S-ID.5. Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.

S-ID.6. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.

S-ID.6.a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.

S-ID.6.b. Informally assess the fit of a function by plotting and analyzing residuals.

S-ID.6.c. Fit a linear function for a scatter plot that suggests a linear association.

S-ID.7. Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.

S-ID.8. Compute (using technology) and interpret the correlation coefficient of a linear fit.

S-ID.9. Distinguish between correlation and causation.

Making Inferences and Justifying Conclusions

S-IC.1. Understand statistics as a process for making inferences about population parameters based on a random sample from that population.

S-IC.2. Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?

S-IC.3. Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.

S-IC.4. Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.

S-IC.5. Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.

S-IC.6. Evaluate reports based on data.

Conditional Probability and the Rules of Probability

S-CP.1. Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").

S-CP.2. Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.

S-CP.3. Understand the conditional probability of A given B as P(A and B)/P(B), and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.

S-CP.4. Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.

S-CP.5. Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.

S-CP.6. Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.

S-CP.7. Apply the Addition Rule, P(A or B) = P(A) + P(B) – P(A and B), and interpret the answer in terms of the model.

S-CP.8. (+) Apply the general Multiplication Rule in a uniform probability model, P(A and B) = P(A)P(B|A) = P(B)P(A|B), and interpret the answer in terms of the model.

S-CP.9. (+) Use permutations and combinations to compute probabilities of compound events and solve problems.

Using Probability to Make Decisions

S-MD.1. (+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.

S-MD.2. (+) Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.

S-MD.3. (+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.

S-MD.4. (+) Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. For example, find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?

S-MD.5. (+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.

> S-MD.5.a. Find the expected payoff for a game of chance. For example, find the expected winnings from a state lottery ticket or a game at a fast-food restaurant.
>
> S-MD.5.b. Evaluate and compare strategies on the basis of expected values. For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.

S-MD.6. (+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).

S-MD.7. (+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).

National Educational Technology Standards for Students (NETS-S)

NETS Crosswalk for Child Development											
	Course	**Unit 1**	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 5**	**Unit 6**	**Unit 7**	**Unit 8**	**Unit 9**	**Unit 10**
NETS Standards											
T1					X						
T2		X		X							
T3						X					
T4					X						
T5						X					
T6			X								

T1 Creativity and Innovation
T2 Communication and Collaboration
T3 Research and Information Fluency
T4 Critical Thinking, Problem Solving, and Decision Making
T5 Digital Citizenship
T6 Technology Operations and Concepts

T1 Creativity and Innovation
Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students do the following:

a. Apply existing knowledge to generate new ideas, products, or processes.
b. Create original works as a means of personal or group expression.
c. Use models and simulations to explore complex systems and issues.
d. Identify trends and forecast possibilities.

T2 Communication and Collaboration
Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students do the following:

a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
c. Develop cultural understanding and global awareness by engaging with learners of other cultures.
d. Contribute to project teams to produce original works or solve problems.

T3 Research and Information Fluency
Students apply digital tools to gather, evaluate, and use information. Students do the following:

a. Plan strategies to guide inquiry.
b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
d. Process data and report results.

T4 Critical Thinking, Problem Solving, and Decision Making

Students use critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students do the following:

a. Identify and define authentic problems and significant questions for investigation.
b. Plan and manage activities to develop a solution or complete a project.
c. Collect and analyze data to identify solutions and/or make informed decisions.
d. Use multiple processes and diverse perspectives to explore alternative solutions.

T5 Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students do the following:

a. Advocate and practice safe, legal, and responsible use of information and technology.
b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
c. Demonstrate personal responsibility for lifelong learning.
d. Exhibit leadership for digital citizenship.

T6 Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students do the following:

a. Understand and use technology systems.
b. Select and use applications effectively and productively.
c. Troubleshoot systems and applications.
d. Transfer current knowledge to learning of new technologies.

Resource Management[7]

Crosswalk for Resource Management											
	Units	**Unit 1**	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 5**	**Unit 6**	**Unit 7**	**Unit 8**	**Unit 9**	**Unit 10**
FCS 1			X	X							
FCS2		X	X	X	X	X					
FCS3		X	X								
FCS4		X									
FCS5		X			X	X					
FCS6				X	X	X					
FCS7		X		X	X	X					
FCS8		X		X	X	X					
FCS9		X		X	X	X					
FCS10				X	X	X					
FCS11				X	X	X					
FCS12				X							
FCS13				X							
FCS14											
FCS15											
FCS16				X	X	X					

FCS1 CAREER, COMMUNITY, AND FAMILY CONNECTIONS
Integrate multiple life roles and responsibilities in family, work, and community settings.

FCS2 CONSUMER AND FAMILY RESOURCES
Evaluate management practices related to the human, economic, and environmental resources.

FCS3 CONSUMER SERVICES
Integrate knowledge, skills, and practices required for careers in consumer services.

FCS4 EARLY CHILDHOOD, EDUCATION, AND SERVICES
Integrate knowledge, skills, and practices required for careers in early childhood, education, and services.

FCS5 FACILITIES MANAGEMENT AND MAINTENANCE
Integrate knowledge, skills, and practices required for careers in facilities management and maintenance.

FCS6 FAMILY
Evaluate the significance of family and its impact on the well-being of individuals and society.

FCS7 FAMILY AND COMMUNITY SERVICES
Integrate knowledge, skills, and practices required for careers in family and community services.

FCS8 FOOD PRODUCTION AND SERVICES
Integrate knowledge, skills, and practices required for careers in food production and services.

FCS9 FOOD SCIENCE, DIETETICS, AND NUTRITION

[7] *Family and Consumer Sciences Education National Standards NASAFACS* • V-TECS Copyright © 2008-2018

Integrate knowledge, skills, and practices required for careers in food science, dietetics, and nutrition.

FCS10 HOSPITALITY, TOURISM, AND RECREATION

Integrate knowledge, skills, and practices required for careers in hospitality, tourism, and recreation.

FCS11 HOUSING, INTERIORS, AND FURNISHINGS

Integrate knowledge, skills, and practices required for careers in housing, interiors, and furnishings.

FCS12 HUMAN DEVELOPMENT

Analyze factors that impact human growth and development.

FCS13 INTERPERSONAL RELATIONSHIPS

Demonstrate respectful and caring relationships in the family, workplace, and community.

FCS14 NUTRITION AND WELLNESS

Demonstrate nutrition and wellness practices that enhance individual and family well-being.

FCS15 PARENTING

Evaluate the impact of parenting roles and responsibilities on strengthening the well-being of individuals and families.

FCS16 TEXTILES AND APPAREL

Integrate knowledge, skills, and practices required for careers in textiles and apparel.

21st Century Skills[8]

21st Century Crosswalk for Resource Management											
	Units	**Unit 1**	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 5**	**Unit 6**	**Unit 7**	**Unit 8**	**Unit 9**	**Unit 10**
21st Century Standards											
CS1			X	X							
CS2		X	X	X	X	X					
CS3		X	X								
CS4		X									
CS5		X			X	X					
CS6				X	X	X					
CS7		X		X	X	X					
CS8		X		X	X	X					
CS9		X		X	X	X					
CS10				X	X	X					
CS11				X	X	X					
CS12				X							
CS13				X							
CS14											
CS15											
CS16				X	X	X					

CSS1-21st Century Themes

CS1 Global Awareness

1. Using 21st century skills to understand and address global issues
2. Learning from and working collaboratively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts
3. Understanding other nations and cultures, including the use of non-English languages

CS2 Financial, Economic, Business, and Entrepreneurial Literacy

1. Knowing how to make appropriate personal economic choices
2. Understanding the role of the economy in society
3. Using entrepreneurial skills to enhance workplace productivity and career options

CS3 Civic Literacy

1. Participating effectively in civic life through knowing how to stay informed and understanding governmental processes
2. Exercising the rights and obligations of citizenship at local, state, national, and global levels
3. Understanding the local and global implications of civic decisions

CS4 Health Literacy

1. Obtaining, interpreting, and understanding basic health information and services and using such information and services in ways that enhance health
2. Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction
3. Using available information to make appropriate health-related decisions
4. Establishing and monitoring personal and family health goals

[8] *21st century skills.* (n.d.). Washington, DC: Partnership for 21st Century Skills.

5. Understanding national and international public health and safety issues

CS5 Environmental Literacy

1. Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water, and ecosystems.
2. Demonstrate knowledge and understanding of society's impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.).
3. Investigate and analyze environmental issues, and make accurate conclusions about effective solutions.
4. Take individual and collective action toward addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues).

CSS2-Learning and Innovation Skills

CS6 Creativity and Innovation

1. Think Creatively
2. Work Creatively with Others
3. Implement Innovations

CS7 Critical Thinking and Problem Solving

1. Reason Effectively
2. Use Systems Thinking
3. Make Judgments and Decisions
4. Solve Problems

CS8 Communication and Collaboration

1. Communicate Clearly
2. Collaborate with Others

CSS3-Information, Media and Technology Skills

CS9 Information Literacy

1. Access and Evaluate Information
2. Use and Manage Information

CS10 Media Literacy

1. Analyze Media
2. Create Media Products

CS11 ICT Literacy

1. Apply Technology Effectively

CSS4-Life and Career Skills

CS12 Flexibility and Adaptability

1. Adapt to change
2. Be Flexible

CS13 Initiative and Self-Direction

1. Manage Goals and Time
2. Work Independently
3. Be Self-directed Learners

CS14 Social and Cross-Cultural Skills

1. Interact Effectively with others
2. Work Effectively in Diverse Teams

CS15 Productivity and Accountability

1. Manage Projects
2. Produce Results

CS16 Leadership and Responsibility

1. Guide and Lead Others
2. Be Responsible to Others

Common Core Standards

Common Core Crosswalk for English/Language Arts (11-12) for Resource Management											
	Units	**Unit 1**	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 5**	**Unit 6**	**Unit 7**	**Unit 8**	**Unit 9**	**Unit 10**
Common Core Standards											
RL.11.1.		X	X	X	X	X	X				
RL.11.2.		X	X	X	X	X	X				
RL.11.3.		X	X	X	X	X	X				
RL.11.4.		X	X	X	X	X	X				
RL.11.5.											
RL.11.6.											
RL.11.7.		X	X	X	X	X	X				
RL.11.8.											
RL.11.9.											
RL.11.10.											
RI.11.1.											
RI.11.2.											
RI.11.3.											
RI.11.4.											
RI.11.5.											
RI.11.6.											
RI.11.7.											
RI.11.8.											
RI.11.9.											
RI.11.10.											
W.11.1.											
W.11.2.		X	X	X	X	X	X				
W.11.3.		X	X	X	X	X	X				
W.11.4.		X	X	X	X	X	X				
W.11.5.		X	X	X	X	X	X				
W.11.6.		X	X	X	X	X	X				
W.11.7.		X	X	X	X	X	X				
W.11.8.		X	X	X	X	X	X				
W.11.9.		X	X	X	X	X	X				
W.11.10.		X	X	X	X	X	X				
SL.11.1.		X	X	X	X	X	X				
SL.11.2.		X	X	X	X	X	X				
SL.11.3.		X	X	X	X	X	X				
SL.11.4.		X	X	X	X	X	X				
SL.11.5.		X	X	X	X	X	X				
SL.11.6.		X	X	X	X	X	X				
L.11.1.		X	X	X	X	X	X				
L.11.2.		X	X	X	X	X	X				
L.11.3.		X	X	X	X	X	X				
L.11.4.		X	X	X	X	X	X				
L.11.5.											
L.11.6.		X	X	X	X	X	X				
RH.11.1.		X	X	X	X	X	X				
RH.11.2.		X	X	X	X	X	X				
RH.11.3.		X	X	X	X	X	X				
RH.11.4.		X	X	X	X	X	X				
RH.11.5.											
RH.11.6.											
RH.11.7.		X	X	X	X	X	X				
RH.11.8.											
RH.11.9.		X	X	X	X	X	X				
RH.11.10.											
RST.11.1.											
RST.11.2.		X	X	X	X	X	X				
RST.11.3.		X	X	X	X	X	X				

RST.11.4.		X	X	X	X	X	X				
RST.11.5.											
RST.11.6.											
RST.11.7.		X	X	X	X	X	X				
RST.11.8.											
RST.11.9.											
RST.11.10.		X	X	X	X	X	X				
WHST.11.1.		X	X	X	X	X	X				
WHST.11.2.		X	X	X	X	X	X				
WHST.11.3.											
WHST.11.4.		X	X	X	X	X	X				
WHST.11.5.		X	X	X	X	X	X				
WHST.11.6.		X	X	X	X	X	X				
WHST.11.7.		X	X	X	X	X	X				
WHST.11.8.		X	X	X	X	X	X				
WHST.11.9.		X	X	X	X	X	X				
WHST.11.10.		X	X	X	X	X	X				

Reading Standards for Literature (11-12)

College and Career Readiness Anchor Standards for *Reading Literature*

Key Ideas and Details

RL.11.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure

RL.11.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL.11.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11.6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Integration of Knowledge and Ideas

RL.11.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

RL.11.8. (Not applicable to literature)

RL.11.9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity

RL.11.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

Reading Standards for Informational Text (11-12)

College and Career Readiness Anchor Standards for *Informational Text*

Key Ideas and Details

RI.11.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

RI.11.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure

RI.11.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines

the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Integration of Knowledge and Ideas

RI.11.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11.8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

RI.11.9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

Range of Reading and Level of Text Complexity

RI.11.10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

College and Career Readiness Anchor Standards for *Writing*

Text Types and Purposes

W.11.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

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.

e. Provide a concluding statement or section that follows from and supports the argument presented.

W.11.2. 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.

a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters

c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

W.11.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)

W.11.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

W.11.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

W.11.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").

b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").

Range of Writing

W.11.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for *Speaking and Listening*

Comprehension and Collaboration

SL.11.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

SL.11.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)

College and Career Readiness Anchor Standards for *Language*

Conventions of Standard English

L.11.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

L.11.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Observe hyphenation conventions.

b. Spell correctly.

Knowledge of Language

L.11.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Vocabulary Acquisition and Use

L.11.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.11.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
b. Analyze nuances in the meaning of words with similar denotations.

L.11.6. 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.

Reading Standards for Literacy in History/Social Studies (11-12)

Key Ideas and Details

RH.11.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

RH.11.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas

RH.11.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain

Craft and Structure

RH.11.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RH.11.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

RH.11.6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas

RH.11.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

RH.11.8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

RH.11.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range of Reading and Level of Text Complexity

RH.11.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

Reading Standards for Literacy in Science and Technical Subjects (11-12)

Key Ideas and Details

RST.11.1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

RST.11.2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

RST.11.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Craft and Structure

RST.11.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

RST.11.5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

RST.11.6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

Integration of Knowledge and Ideas

RST.11.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

RST.11.8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

RST.11.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Range of Reading and Level of Text Complexity

RST.11.10. By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects (11-12)

Text Types and Purposes

WHST.11.1. Write arguments focused on discipline-specific content.

a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

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.

e. Provide a concluding statement or section that follows from or supports the argument presented.

WHST.11.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

WHST.11.3. (Not applicable as a separate requirement)

Production and Distribution of Writing

WHST.11.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

WHST.11.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.11.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

WHST.11.9. Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

WHST.11.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Common Core Crosswalk for Mathematics (11-12) for Resource Management

	Units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
Common Core Standards											
N-RN.1.											
N-RN.2.											
N-RN.3.											
N-Q.1.				X							
N-Q.2.				X							
N-Q.3.				X							
N-CN.1.				X							
N-CN.2.				X							
N-CN.3.											
N-CN.4.											
N-CN.5.											
N-CN.6.											
N-CN.7.											
N-CN.8.											
N-CN.9.											
N-VM.1.											
N-VM.2.											
N-VM.3.											
N-VM.4.											
N-VM.5.											
N-VM.6.											
N-VM.7.											
N-VM.8.											
N-VM.9.											
N-VM.10.											
N-VM.11.											
N-VM.12.											
A-SSE.1.											
A-SSE.2.											
A-SSE.3.											
A-SSE.4.											
A-APR.1.											
A-APR.2.											
A-APR.3.											
A-APR.4.											
A-APR.5.											
A-APR.6.											
A-APR.7.											
A-CED.1.											
A-CED.2.											
A-CED.3.											
A-CED.4.											
A-REI.1.											
A-REI.2.											
A-REI.3.											
A-REI.4.											
A-REI.5											
A-REI.6.											
A-REI.7.											
A-REI.8.											
A-REI.9.											
A-REI.10.											
A-REI.11.											
A-REI.12.											
F-IF.1.											
F-IF.2.											
F-BF.3.											

F-BF.4.											
F-LE.1.											
F-LE.2.											
F-LE.3.											
F-LE.4.											
F-LE.5.											
F-TF.1.											
F-TF.2.											
F-TF.3.											
F-TF.4.											
F-TF.5.											
F-TF.6.											
F-TF.7.											
F-TF.8.											
F-TF.9.											
G-CO.1.											
G-CO.2.											
G-CO.3.											
G-CO.4.											
G-CO.5.											
G-CO.6.											
G-CO.7.											
G-CO.8.											
G-CO.9.											
G-CO.10.											
G-CO.11.											
G-CO.12.											
G-CO.13.											
G-SRT.1.											
G-SRT.2.											
G-SRT.3.											
G-SRT.4.											
G-SRT.5.											
G-SRT.6.											
G-SRT.7.											
G-SRT.8.											
G-SRT.9.											
G-SRT.10.											
G-SRT.11.											
G-C.1.											
G-C.2.											
G-C.3.											
G-C.4.											
G-C.5.											
G-GPE.1.											
G-GPE.2.											
G-GPE.3.											
G-GPE.4.											
G-GPE.5.											
G-GPE.6.											
G-GPE.7.											
G-GMD.1.											
G-GMD.2.											
G-GMD.3.											
G-GMD.4.											
G-MG.1.											
G-MG.2.											
G-MG.3.											
S-ID.1.											
S-ID.2.											
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S-ID.6.											
S-ID.7.											

S-ID.8.											
S-ID.9.											
S-IC.1.											
S-IC.2.				X							
S-IC.3.				X							
S-IC.4.											
S-IC.5.				X							
S-IC.6.				X							
S-CP.1.											
S-CP.2											
S-CP.3.											
S-CP.4.											
S-CP.5.											
S-CP.6.											
S-CP.7.											
S-CP.8.											
S-CP.9.											
S-MD.1.											
S-MD.2.											
S-MD.3.											
S-MD.4.											
S-MD.5.				X							
S-MD.6.				X							
S-MD.7.											

Mathematics (High School)

Number and Quantity

The Real Number System

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.

N-RN.2. Rewrite expressions involving radicals and rational exponents using the properties of exponents.

N-RN.3. Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.

Quantities

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.

N-Q.2. Define appropriate quantities for the purpose of descriptive modeling.

N-Q.3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

The Complex Number System

N-CN.1. Know there is a complex number i such that i2= –1, and every complex number has the form a + bi with a and b real.

N-CN.2. Use the relation i2= –1 and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.

N-CN.3. (+) Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers.

N-CN.4. (+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number.

N-CN.5. (+) Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation. For example, $(–1 + \sqrt{3}\ i)3= 8$ because $(–1 + \sqrt{3}\ i)$ has modulus 2 and argument 120°.

N-CN.6. (+) Calculate the distance between numbers in the complex plane as the modulus of the difference, and the midpoint of a segment as the average of the numbers at its endpoints.

N-CN.7. Solve quadratic equations with real coefficients that have complex solutions.

N-CN.8. (+) Extend polynomial identities to the complex numbers. For example, rewrite x2+ 4 as (x + 2i)(x – 2i).

N-CN.9. (+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.

Vector and Matrix Quantities

N-VM.1. (+) Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g., v, |v|, ||v||, v).

N-VM.2. (+) Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point.

N-VM.3. (+) Solve problems involving velocity and other quantities that can be represented by vectors.

N-VM.4. (+) Add and subtract vectors

N-VM.4.a. Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes.

N-VM.4.b. Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum.

N-VM.4.c. Understand vector subtraction $v – w$ as $v + (–w)$, where $–w$ is the additive inverse of w, with the same magnitude as w and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component-wise.

N-VM.5. (+) Multiply a vector by a scalar.

N-VM.5.a. Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as $c(vx, vy) = (cvx, cvy)$.

N-VM.5.b. Compute the magnitude of a scalar multiple cv using $||cv|| = |c|v$. Compute the direction of cv knowing that when $|c|v \neq 0$, the direction of cv is either along v (for $c > 0$) or against v (for $c < 0$).

N-VM.6. (+) Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.

N-VM.7. (+) Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled.

N-VM.8. (+) Add, subtract, and multiply matrices of appropriate dimensions.

N-VM.9. (+) Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties

N-VM.10. (+) Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.

N-VM.11. (+) Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors.

N-VM.12. (+) Work with 2×2 matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area.

Algebra

Seeing Structure in Expressions

A-SSE.1. Interpret expressions that represent a quantity in terms of its context.

A-SSE.1.a. Interpret parts of an expression, such as terms, factors, and coefficients.

A-SSE.1.b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret P(1+r)n as the product of P and a factor not depending on P.

A-SSE.2. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.

A-SSE.3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.

A-SSE.3.a. Factor a quadratic expression to reveal the zeros of the function it defines.

A-SSE.3.b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.

A-SSE.3.c. Use the properties of exponents to transform expressions for exponential functions.

A-SSE.4. Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments.

Arithmetic with Polynomials and Rational Expressions

A-APR.1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials

A-APR.2. Know and apply the Remainder Theorem: For a polynomial p(x) and a number a, the remainder on division by x – a is p(a), so p(a) = 0 if and only if (x – a) is a factor of p(x).

A-APR.3. Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.

A-APR.4. Prove polynomial identities and use them to describe numerical relationships.

A-APR.5. (+) Know and apply the Binomial Theorem for the expansion of (x+ y)n in powers of x and y for a positive integer n, where x and y are any numbers, with coefficients determined for example by Pascal's Triangle.

A-APR.6. Rewrite simple rational expressions in different forms; write a(x)/b(x)in the form q(x) + r(x)/b(x), where a(x), b(x), q(x), and r(x) are polynomials with the degree of r(x) less than the degree of b(x), using inspection, long division, or, for the more complicated examples, a computer algebra system.

A-APR.7. (+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.

Creating Equations

A-CED.1. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.

A-CED.2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

A-CED.3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.

A-CED.4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law V =IR to highlight resistance R.

Reasoning with Equations and Inequalities

A-REI.1. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

A-REI.2. Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.

A-REI.3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

A-REI.4. Solve quadratic equations in one variable.

A-REI.4.a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form (x – p)2= q that has the same solutions. Derive the quadratic formula from this form.

A-REI.4.b. Solve quadratic equations by inspection (e.g., for x2= 49), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as a ± bi for real numbers a and b.

A-REI.5. Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.

A-REI.6. Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

A-REI.7. Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line y = –3x and the circle x2+y2= 3.

A-REI.8. (+) Represent a system of linear equations as a single matrix equation in a vector variable.

A-REI.9. (+) Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension 3 × 3 or greater).

A-REI.10. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).

A-REI.11. Explain why the x-coordinates of the points where the graphs of the equations y = f(x) and y = g(x) intersect are the solutions of the equation f(x) = g(x); find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where f(x) and/or g(x) are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.

A-REI.12.Graph the solutions to a linear inequality in two variables as a half plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

Functions

Interpreting Functions

F-IF.1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then f(x) denotes the output of f corresponding to the input x. The graph of f is the graph of the equation y = f(x).

F-IF.2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.

F-IF.3. Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by f(0) = f(1) = 1, f(n+1) = f(n) + f(n-1) for $n \geq 1$.

F-IF.4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.

F-IF.5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a
factory, then the positive integers would be an appropriate domain for the function.

F-IF.6. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.

F-IF.7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.

F-IF.7.a. Graph linear and quadratic functions and show intercepts, maxima, and minima.

F-IF.7.b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.

F-IF.7.c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.

F-IF.7.d. (+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.

F-IF.7.e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.

F-IF.8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.

F-IF.8.a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.

F-IF.8.b. Use the properties of exponents to interpret expressions for exponential functions.

F-IF.9. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.

Building Functions

F-BF.1. Write a function that describes a relationship between two quantities.

F-BF.1.a. Determine an explicit expression, a recursive process, or steps for calculation from a context.

F-BF.1.b. Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.

F-BF.1.c. (+) Compose functions. For example, if T(y) is the temperature in the atmosphere as a function of height, and h(t) is the height of a weather balloon as a function of time, then T(h(t)) is the temperature at the location of the weather balloon as a function of time.

F-BF.2. Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.

F-BF.3. Identify the effect on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.

F-BF.4. Find inverse functions.

F-BF.4.a. Solve an equation of the form f(x) = c for a simple function f that has an inverse and write an expression for the inverse.

F-BF.4.b. (+) Verify by composition that one function is the inverse of another.

F-BF.4.c. (+) Read values of an inverse function from a graph or a table, given that the function has an inverse.

F-BF.4.d. (+) Produce an invertible function from a non-invertible function by restricting the domain.

F-BF.5. (+) Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.

Linear, Quadratic, and Exponential Models

F-LE.1. Distinguish between situations that can be modeled with linear functions and with exponential functions.

F-LE.1.a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.

F-LE.1.b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.

F-LE.1.c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another

F-LE.2. Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).

F-LE.3. Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.

F-LE.4. For exponential models, express as a logarithm the solution to ab ct = d where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology.

F-LE.5. Interpret the parameters in a linear or exponential function in terms of a context.

Trigonometric Functions

F-TF.1. Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.

F-TF.2. Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.

F-TF.3. (+) Use special triangles to determine geometrically the values of sine, cosine, tangent for $\pi/3$, $\pi/4$ and $\pi/6$, and use the unit circle to express the values of sine, cosine, and tangent for $\pi–x$, $\pi+x$, and $2\pi–x$ in terms of their values for x, where x is any real number.

F-TF.4. (+) Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions.

F-TF.5. Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.

F-TF.6. (+) Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.

F-TF.7. (+) Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.

F-TF.8. Prove the Pythagorean identity $\sin2(\theta) + \cos 2(\theta) = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ and the quadrant of the angle.

F-TF.9. (+) Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems.

Geometry

Congruence

G-CO.1. Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.

G-CO.2. Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).

G-CO.3. Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.

G-CO.4. Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.

G-CO.5. Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.

G-CO.6. Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.

G-CO.7. Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.

G-CO.8. Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.

G-CO.9. Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.

G-CO.10. Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.

G-CO.11. Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.

G-CO.12. Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.

G-CO.13. Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.

Similarity, Right Triangles, and Trigonometry

G-SRT.1. Verify experimentally the properties of dilations given by a center and a scale factor:

G-SRT.1.a. A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.

G-SRT.1.b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.

G-SRT.2. Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.

G-SRT.3. Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.

G-SRT.4. Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.

G-SRT.5. Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.

G-SRT.6. Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.

G-SRT.7. Explain and use the relationship between the sine and cosine of complementary angles.

G-SRT.8. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.

G-SRT.9. (+) Derive the formula $A = 1/2\ ab \sin(C)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.

G-SRT.10. (+) Prove the Laws of Sines and Cosines and use them to solve problems.

G-SRT.11. (+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).

Circles

G-C.1. Prove that all circles are similar.

G-C.2. Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.

G-C.3. Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.

G-C.4. (+) Construct a tangent line from a point outside a given circle to the circle.

G-C.5. Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.

Expressing Geometric Properties with Equations

G-GPE.1. Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.

G-GPE.2. Derive the equation of a parabola given a focus and directrix.

G-GPE.3. (+) Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant.

G-GPE.4. Use coordinates to prove simple geometric theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point $(1, \sqrt{3})$ lies on the circle centered at the origin and containing the point (0, 2).

G-GPE.5. Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).

G-GPE.6. Find the point on a directed line segment between two given points that partitions the segment in a given ratio.

G-GPE.7. Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.

Geometric Measurement and Dimension

G-GMD.1. Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments.

G-GMD.2. (+) Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.

G-GMD.3. Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.

G-GMD.4. Identify the shapes of two-dimensional cross-sections of three dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.

Modeling with Geometry

G-MG.1. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).

G-MG.2. Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).

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).

Statistics and Probability

Interpreting Categorical and Quantitative Data

S-ID.1. Represent data with plots on the real number line (dot plots, histograms, and box plots).

S-ID.2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

S-ID.3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

S-ID.4. Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate.
Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

S-ID.5. Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.

S-ID.6. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.

S-ID.6.a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.

S-ID.6.b. Informally assess the fit of a function by plotting and analyzing residuals.

S-ID.6.c. Fit a linear function for a scatter plot that suggests a linear association.

S-ID.7. Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.

S-ID.8. Compute (using technology) and interpret the correlation coefficient of a linear fit.

S-ID.9. Distinguish between correlation and causation.

Making Inferences and Justifying Conclusions

S-IC.1. Understand statistics as a process for making inferences about population parameters based on a random sample from that population.

S-IC.2. Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?

S-IC.3. Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.

S-IC.4. Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.

S-IC.5. Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.

S-IC.6. Evaluate reports based on data.

Conditional Probability and the Rules of Probability

S-CP.1. Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").

S-CP.2. Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.

S-CP.3. Understand the conditional probability of A given B as P(A and B)/P(B), and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.

S-CP.4. Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.

S-CP.5. Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.

S-CP.6. Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.

S-CP.7. Apply the Addition Rule, P(A or B) = P(A) + P(B) – P(A and B), and interpret the answer in terms of the model.

S-CP.8. (+) Apply the general Multiplication Rule in a uniform probability model, P(A and B) = P(A)P(B|A) = P(B)P(A|B), and interpret the answer in terms of the model.

S-CP.9. (+) Use permutations and combinations to compute probabilities of compound events and solve problems.

Using Probability to Make Decisions

S-MD.1. (+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.

S-MD.2. (+) Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.

S-MD.3. (+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.

S-MD.4. (+) Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. For example, find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?

S-MD.5. (+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.

> S-MD.5.a. Find the expected payoff for a game of chance. For example, find the expected winnings from a state lottery ticket or a game at a fast-food restaurant.
>
> S-MD.5.b. Evaluate and compare strategies on the basis of expected values. For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.

S-MD.6. (+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).

S-MD.7. (+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).

National Educational Technology Standards for Students (NETS-S)

NETS Crosswalk for Resource Management											
	Course	**Unit 1**	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 5**	**Unit 6**	**Unit 7**	**Unit 8**	**Unit 9**	**Unit 10**
NETS Standards											
T1		X	X	X	X	X	X				
XT2		X	X	X	X	X	X				
T3		X	X	X	X	X	X				
T4		X	X	X	X	X	X				
T5		X	X	X	X	X	X				
T6		X	X	X	X	X	X				

T1 Creativity and Innovation
T2 Communication and Collaboration
T3 Research and Information Fluency
T4 Critical Thinking, Problem Solving, and Decision Making
T5 Digital Citizenship
T6 Technology Operations and Concepts

T1 Creativity and Innovation
Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students do the following:

a. Apply existing knowledge to generate new ideas, products, or processes.
b. Create original works as a means of personal or group expression.
c. Use models and simulations to explore complex systems and issues.
d. Identify trends and forecast possibilities.

T2 Communication and Collaboration
Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students do the following:

a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
c. Develop cultural understanding and global awareness by engaging with learners of other cultures.
d. Contribute to project teams to produce original works or solve problems.

T3 Research and Information Fluency
Students apply digital tools to gather, evaluate, and use information. Students do the following:

a. Plan strategies to guide inquiry.
b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
d. Process data and report results.

T4 Critical Thinking, Problem Solving, and Decision Making

Students use critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students do the following:

a. Identify and define authentic problems and significant questions for investigation.
b. Plan and manage activities to develop a solution or complete a project.
c. Collect and analyze data to identify solutions and/or make informed decisions.
d. Use multiple processes and diverse perspectives to explore alternative solutions.

T5 Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students do the following:

a. Advocate and practice safe, legal, and responsible use of information and technology.
b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
c. Demonstrate personal responsibility for lifelong learning.
d. Exhibit leadership for digital citizenship.

T6 Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students do the following:

a. Understand and use technology systems.
b. Select and use applications effectively and productively.
c. Troubleshoot systems and applications.
d. Transfer current knowledge to learning of new technologies.

2008 Mississippi Curriculum Framework

Family and Consumer Sciences

(Program CIP: 19.9999 – Family and Consumer Sciences)

Direct inquiries to

Dianne Different
Program Coordinator, Family and Consumer Sciences
Office of Vocational Education and Workforce Development
Mississippi Department of Education
P.O. Box 771
Jackson, MS 39205
(601) 359-3940
ddifferent@mde.k12.ms.us

Betsey Smith
Instructional Design Specialist
Research and Curriculum Unit
P.O. Drawer DX
Mississippi State, MS 39762
(662) 325-2510
betsey.smith@rcu.msstate.edu

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Mississippi Department of Education
Jackson, MS 39205

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Vocational and Technical Education
Mississippi State University
Mississippi State, MS 39762

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Acknowledgments

Writing Team	Pamela Rosetti, Biloxi High School, Biloxi, MS Jenean Byrd, Gautier High School, Gautier, MS Brenda West, Olive Branch High School, Olive Branch, MS Melody Bigham, H.W. Byers High School, Mt. Pleasant, MS
RCU Staff	Betsey Smith – Instructional Design Specialist
MDE Staff	Dianne Different, Program Coordinator
Professional Curriculum Advisory Team	Kyle Brigance, Olive Branch High School Lynn Chunn, Olive Branch High School Chef Chris Green, Viking Cooking School Lucy Hasselman, Olive Branch High School Janet Jolley, Marshall County Extension Director

Standards in this document are based on information from the following organizations:

Standards and Guidelines for Family and Consumer Science	American Association of Family and Consumer Sciences
National Education Standards for Health	Education World
Academic Standards	Mississippi Department of Education Subject Area Testing Program
21st Century Skills	Reproduced with permission of the Partnership for 21st Century Skills. Further information may be found at www.21stcenturyskills.org.

Preface

Family and Consumer Sciences Research Synopsis

Articles, books, Web sites, and other materials listed at the end of each unit were considered during the revision process. These references are suggested for use by instructors and students during the study of the topics outlined.

Industry advisory team members from Mississippi State University, University of Southern Mississippi, and Alcorn State University throughout the state were asked to give input related to changes to be made to the curriculum framework.

Industry and instructor comments, along with current research, were considered by the curriculum revision team during the revision process; and changes were made as needed and appropriate. Many of the skills and topics noted in the research were already included in the curriculum framework. Specific changes made to the curriculum at the curriculum revision at the October 10, 2007, meeting included the following:

- Competencies and objectives were reviewed to ensure accuracy and appropriateness.
- A variety of teaching and assessment strategies was included to provide for different learning styles.
- Hours spent in many units were adjusted.
- Appendix A was added to include the American Association of Family and Consumer Science Standards.
- Appendix B was added to include health standards.
- Appendix E was added to include generic rubrics and evaluation forms.
- The Recommended Tools and Equipment list was updated.

Curriculum

The following national standards were referenced in each course of the curriculum.

- CTB/McGraw-Hill LLC *Tests of Adult Basic Education, Forms 7 and 8* Academic Standards, *OR* Mississippi Department of Education Subject Area Testing Program Academic Standards
- *American Association of Family and Consumer Sciences*
- *National Health Education Standards*
- *21st Century Skill Standards*

Assessment

There is no statewide assessment for this curriculum.

Professional Learning

It is suggested that instructors participate in professional learning related to the following concepts:

- New topics in curriculum and new standards
- How to use the program's Blackboard® site

- ~~Differentiated instruction – To learn more about differentiated instruction, please go to http://www.pacc.org/teacher2teacher/additional_subjects.html, and click on Differentiated Instruction. Work through this online course, and review the additional resources.~~

Foreword

Secondary vocational–technical education programs in Mississippi are faced with many challenges resulting from sweeping educational reforms at the national and state levels. Schools and teachers are increasingly being held accountable for providing true learning activities to every student in the classroom. This accountability is measured through increased requirements for mastery and attainment of competency as documented through both formative and summative assessments.

The courses in this document reflect the statutory requirements as found in Section 37-3-49, Mississippi Code of 1972, as amended (Section 37-3-46). In addition, this curriculum reflects guidelines imposed by federal and state mandates (Laws, 1988, ch. 487, §14; Laws, 1991, ch. 423, §1; Laws, 1992, ch. 519, §4 eff. from and after July 1, 1992; Carl D. Perkins Vocational Education Act III, 1998; and No Child Left Behind Act of 2001).

Each secondary vocational–technical course consists of a series of instructional units that focus on a common theme. All units have been written using a common format that includes the following components:

- Unit Number and Title
- Suggested Time on Task - An estimated number of clock hours of instruction that should be required to teach the competencies and objectives of the unit. A minimum of 140 hours of instruction is required for each Carnegie unit credit. The curriculum framework should account for approximately 75 to 80% of the time in the course.
- Competencies and Suggested Objectives
  - A competency represents a general concept or performance that students are expected to master as a requirement for satisfactorily completing a unit. Students will be expected to receive instruction on all competencies.
  - The suggested objectives represent the enabling and supporting knowledge and performances that will indicate mastery of the competency at the course level.
- Suggested Teaching Strategies - This section of each unit indicates strategies that can be used to enable students to master each competency. Emphasis has been placed on strategies that reflect active learning methodologies. Teachers should feel free to modify or enhance these suggestions based on needs of their students and resources available in order to provide optimum learning experiences for their students.
- Suggested Assessment Strategies - This section indicates strategies that can be used to measure student mastery. Examples of suggested strategies could include rubrics, class participation, reflection, and journaling. Again, teachers should feel free to modify or enhance these suggested assessment strategies based on local needs and resources.

- ~~Integrated Academic Topics, Workplace Skills, Technology Standards, and Occupational Standards - This section identifies related academic topics as required in the Subject Area Assessment Program (SATP) in Algebra I, Biology I, English II, and U.S. History from 1877, which are integrated into the content of the unit. It also identifies the 21st century skills, which were developed by the Partnership for 21st Century Skills, a group of business and education organizations concerned about the gap between the knowledge and skills learned in school and those needed in communities and the workplace. A portion of the 21st century skills addresses learning skills needed in the 21st century, including information and communication skills, thinking and problem-solving skills, and interpersonal and self-directional skills. The need for these types of skills has been recognized for some time, and the 21st century skills are adapted in part from the 1991 report from the U.S. Secretary of Labor's Commission on Achieving Necessary Skills (SCANS). Another important aspect of learning and working in the 21st century involves technology skills, and the International Society for Technology in Education, developers of the National Education Technology Standards (NETS), were strategic partners in the Partnership for 21st Century Skills.~~
- ~~References - A list of suggested references is provided for each unit. The list includes some of the primary instructional resources that may be used to teach the competencies and suggested objectives. Again, these resources are suggested and the list may be modified or enhanced based on needs and abilities of students and on available resources.~~

Table of Contents

Program Description

Family and Consumer Sciences (FCS) education in Mississippi consists of the CORE program and specific occupational programs. The CORE program prepares students for living in the real world and helps them develop leadership, problem-solving, decision-making, critical thinking, communication, computer, and mathematical skills. The specific occupational programs focus on career exploration and gaining the skills in a specific profession for entry-level employment or continuation of education. FCS education enhances the leadership potential and essential life skills of its students and encourages life-long learning.

Family and Consumer Sciences education offers pathways in the following areas:

- CORE Program
    - Family Dynamics
    - Family and Individual Health
    - Child Development
    - Nutrition and Wellness
    - Personal Development
    - Resource Management
- Occupational Pathways
    - Culinary Arts
    - Early Childhood
    - Hospitality

Skill standards referenced are from the *American Association of Family and Consumer Sciences, VTECS, and the National Health Education Standards.*

Course Outline

Family Dynamics

Course CIP Code: 20.0121

Course Description: Family Dynamics is a course that develops skills related to personal, family, and social issues. It includes instruction in dimensions of adolescent development, family decisions and responsibilities, social decisions and responsibilities, and management of family systems in today's society. (Grades 9–12, 1 Semester, 0.5 Carnegie Unit)

Unit	Title	Hours
1	Dimensions of Adolescent Development	7
2	Family Decisions and Responsibilities	27
3	Management of Family Systems	30

Family and Individual Health

Course CIP Code: 20.9126

Course Description: Family and Individual Health is a course that develops skills related to personal, social, and mental health in today's society. It includes instruction on human growth and development, disease prevention and control, substance abuse and prevention, community and environmental health, and safety and first aid. This course can be taken in lieu of Comprehensive Health. (Grades 9–12, 1 Semester, 0.5 Carnegie Unit)

Unit	Title	Hours
1	Personal and Consumer Health	6
2	Mental Health	7
3	Social Health	5
4	Human Growth and Development	10
5	Disease Prevention and Control	10
6	Nutrition and Fitness	10
7	Substance Abuse Prevention	7
8	Community and Environment Health	5
9	Safety and First Aid	10

Child Development

Course CIP Code: 20.0122

Course Description: Child Development is a course that develops skills related to physical, social, intellectual, and emotional development of the child. It includes instruction on considerations for parenthood, prenatal care, child growth and development, behavior management, needs of exceptional children, and career opportunities. (Grades 9–12, 1 Semester, 0.5 Carnegie Unit)

Unit	Title	Hours
1	Considerations for Parenthood	7
2	Child Growth and Development	33
3	Behavior Guidance for Children	10
4	Children with Special Challenges	10
5	Career Opportunities in Child Development	7

Nutrition and Wellness

Course CIP Code: 20.0130

Course Description: Nutrition and Wellness is a course that develops skills related to proper nutrition and the concept of overall wellness. It includes instruction in nutrition, exercise and diet, healthy food choices, meal preparation, and components for a healthy lifestyle. (Grades 9-12, 1 Semester, 0.5 Carnegie Unit)

Unit	Title	Hours
1	Nutrition	10
2	Exercise and Diet	12
3	Healthy Food Choices	8
4	Meal Preparation	23
5	Careers in Nutrition and Wellness Industry	5

Personal Development

Course CIP Code: 20.0120

Course Description: Personal Development is a course that develops skills related to positive interpersonal relationships within the family, peer groups, the workplace, and the community. It includes instruction on self discovery, personal decisions, relationships with others, establishing goals, career survival skills, and clothing and nutritional sound choices. (Grades 9–12, 1 Semester, 0.5 Carnegie Unit)

Unit	Title	Hours
1	Discovering Who You Are	8
2	Personal Design Choices	15
3	Making Healthy Choices	8
4	Developing Healthy Relationships	10
5	Taking Charge of Your Life	10
6	Management of Social Skills	10

Resource Management

Course CIP Code: 20.0129

Course Description: Resource Management is a course that addresses the identification and management of personal resources and family finances to meet the needs and wants of individuals and families throughout the family life cycle, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors. (Grades 9–12, 1 Semester, 0.5 Carnegie Unit)

Unit	Title	Hours
1	Developing Decision-Making Skills	5
2	Managing Personal Finances	30
3	Perfecting the Role of the Consumer	20
4	Balancing Work and Family	15

Family Dynamics
Unit 1: Dimensions of Adolescent Development (7 hours)

Competencies and Suggested Objectives	Suggested Strategies for Competencies
1. Understand growth and change during the teen years. a. Describe growth and change in the muscular, skeletal, and endocrine systems that occur at puberty. b. Describe the needs that must be met for healthy emotional development. c. Explain the role of genetics and environment in shaping the personality, and compare personality types. d. Describe ways of relating to and communicating effectively with others.	**Teaching:** • Understand growth and change during the teen years. • Have students take a pretest and discuss the pretest in class. Students will use the pretest to survey fellow students and two adults on their knowledge of physical development. View the video on adolescence, and have a class discussion. • Have students analyze case studies involving the display of emotions and describe appropriate behaviors in handling emotions. • Discuss the influence of genes and environment on personality development, and possibly view and summarize a video (Nature vs. Nurture). • To illustrate communication skills, have a student describe a drawing of lines for other students to duplicate without seeing it. Use this for discussing effective communication techniques. **Assessment:** • Evaluate students' understanding growth and change during the teen years. • Test on growth and change in the muscular, skeletal, and endocrine systems that occur at puberty. • Evaluate student assignment to analyze case studies that describe appropriate behavior in handling emotions. • Evaluate student summary of the role of genetics and environment on shaping personality and student description of personality types. • Evaluate student list of effective communication techniques.
2. Explain the importance of developing a positive self-esteem. a. Describe how self-esteem influences and enhances behavior. b. List ways to improve self-esteem.	**Teaching:** • Explain the importance of developing a positive self-esteem. • Using video clips or case studies, have students describe how self-esteem

	~~influences and enhances behavior.~~ • ~~Have students develop a list of ways to improve self-esteem.~~ **~~Assessment:~~** • ~~Explain the importance of developing a positive self-esteem.~~ • ~~Evaluate the case study using a rubric from Appendix E.~~ • ~~Assign a graded project.~~
~~3. Examine one's own potential for career development.~~ ~~a. Recognize one's own personality traits as related to career interest and development.~~ ~~b. Design goals and strategies for reaching one's potential.~~	**~~Teaching:~~** • ~~Examine one's own potential for career development.~~ • ~~Have students write a philosophy of life/autobiography after using software to explore their career interests.~~ • ~~Have students write a story about the people they hope to be at age 25. The students should include things they hope to have accomplished including goals, dreams, and plans for the future and a description of people important to them. Have students explain the similarities and differences between what they are like now and what they will be like at age 25. In small groups, have the students share the stories and identify things that can enhance development, such as setting goals, using sources of support, developing healthy emotions, and maintaining wellness.~~ **~~Assessment:~~** • ~~Examine one's own potential for career development.~~ • ~~Evaluate student's autobiography assignment using a rubric from Appendix E.~~ • ~~Evaluate student's plan for self-improvement.~~ • ~~Give a unit test.~~

STANDARDS

Family and Consumer Science National Standards

FCS6 Evaluate the significance of family and its impact on the well-being of individuals and society.
FCS7 Integrate knowledge, skills, and practices required for careers in family and community services.
FCS12 Analyze factors that impact human growth and development.
FCS13 Demonstrate respectful and caring relationships in the family, workplace, and community.

Academic Standards

A1 Recognize, classify, and use real numbers and their properties.
A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
A3 Simplify algebraic expressions, solve and graph equations, inequalities, and systems in one and two variables.
A4 Explore and communicate the characteristics and operations of polynomials.
A5 Utilize various formulas in problem-solving situations.
A6 Communicate using the language of algebra.
A7 Interpret and apply slope as a rate of change.
A8 Analyze data, and apply concepts of probability.
B1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
B2 Investigate the biochemical basis of life.
B3 Investigate cell structures, functions, and methods of reproduction.
B4 Investigate the transfer of energy from the sun to living systems.
B5 Investigate the principles, mechanisms, and methodology of classical and molecular genetics.
B6 Investigate the concepts of natural selection as they relate to the diversity of life.
B7 Investigate the interdependence and interactions that occur within an ecosystem.
E1 Produce writing that reflects increasing proficiency through planning, writing, revising, and editing and that is specific to audience and purpose.
E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect using increasingly complex and abstract thinking.
E5 Complete oral and written presentations that exhibit interaction and consensus within a group.
E6 Explore cultural contributions to the history of the English language and its literature.

E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
E10 Use language and critical thinking strategies to serve as tools for learning.
H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
H2 Describe the impact of science and technology on the historical development of the United States in the global community.
H3 Describe the relationship of people, places, and environments through time.
H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).
H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

21st Century Skills

CS1 Global Awareness
CS2 Financial, Economic, and Business Literacy
CS3 Civic Literacy
CS4 Information and Communication Skills
CS5 Thinking and Problem-Solving Skills
CS6 Interpersonal and Self-Directional Skills

SUGGESTED REFERENCES

Bragg, R.E. *Changes and Choices: Personal development and relationships* (Latest ed.). South Holland, IL: Goodheart-Willcox Co., Inc.

Choices (career software). Ogdensburg, NY: Careerware, IMS Information Systems Management Corporation. (This can be found at your school's career center.)

Covey, Stephen R. *The 7 habits of highly effective families: Building a beautiful family culture in a turbulent world* (Latest ed.).

Covey, Stephen R. *The 7 habits of highly effective teens: The ultimate teenage success guide* (Latest ed.).

Johnson, L. *Strengthening family and self* (Latest ed.). CHE, South Holland, IL: Goodheart-Willcox Co., Inc.

Nemours Foundation. (2007). Retrieved October 19, 2007, from www.kidshealth.org.

Sasse, C. R. *Families today* (Latest ed.). New York, NY: Glencoe.

Family Dynamics
Unit 2: Family Decisions and Responsibilities (27 hours)

Competencies and Suggested Objectives	Suggested Strategies for Competencies
1. Determine choices involved in establishing a lifestyle. a. Analyze the impact of physical and social decisions on lifestyles to include dating behaviors. b. Identify lifestyle choices as they exist today including single, single parent, marriage, childless marriage, and others.	**Teaching:** • Determine choices involved in establishing a lifestyle. • Use videos and resource persons to discuss physical and social changes adolescents might encounter as a result of their behavior choices. The students will work in groups to develop a list of results of specific behaviors on lifestyles. • Assign a directed reading activity on lifestyle choices. Answer open-ended statements to identify positive and negative aspects of each lifestyle. **Assessment:** • Determine choices involved in establishing a lifestyle. • Evaluate student participation and the graded project.
2. Develop an understanding of the role of dating. a. Identify the purposes of dating. b. Explore patterns in a dating relationship. c. Discuss challenges associated with dating. d. Practice interpersonal skills related to dating. e. Explore the advantages of delayed dating and living single.	**Teaching:** • Develop an understanding of the role of dating. • Discuss dating, and compile a list of the purposes of dating. • Form a panel of male and female students to discuss current dating patterns in the community. Have them cite the most popular dating activities. • Using transparencies on dating challenges, conduct a class discussion on these challenges. • Have students role-play interpersonal skills related to dating such as assertiveness, etiquette, and communication. • Have students complete a list of open-ended statements on the advantages of delayed dating and single living. **Assessment:** • Develop an understanding of the role of dating. • Evaluate the list compiled in class discussion on dating. • Observe participation in the panel

	discussion. • Observe participation in the class discussion. • Use the Role-Play or Skit Assessment Rubric in Appendix E to evaluate role playing activities. • Evaluate responses to open-ended questions.
3. Develop an understanding of love and commitment. a. Explore the concept of love. b. Discuss misconceptions regarding love and marriage. c. Identify factors to consider in selecting a marriage partner. d. Identify factors that contribute to a successful marriage. e. Practice decision-making skills needed in a marital relationship related to topics such as budget, recreation, housing, other friends, children, and so forth.	**Teaching:** • Develop an understanding of love and commitment. • In small groups, have students list names of songs, books, and so forth that contain the term "love." Based on this list, have students develop a definition of the term "love." • Have students look up quotations on love and marriage and explain what they mean in their own words and evaluate their truth. • After a class discussion on qualities of a spouse, have students create an advertisement for the type of spouse they want as martial partners, including their expectations. • Have students interview three couples as a class panel. One couple should be married for 3 to 5 years, the second couple married for 20 to 25 years, and the third couple married for over 40 years. From the interview, the students should compile a list of factors that contribute to a successful marriage. • Divide the class into small groups, and provide each group with a common problem that requires a decision between husband and wife. Have students role-play appropriate decision-making skills for the given problem. **Assessment:** • Evaluate the students' understanding of love and commitment. • Evaluate participation and the written definition of the term "love." • Evaluate the written interpretation and oral presentation. • Evaluate the advertisement created by the

	students using a rubric in appendix E. • Evaluate the student list. • Use the Role-Play or Skit Assessment Rubric in Appendix E to evaluate role playing activities.
4. Evaluate steps to building a marriage. a. Explain how the choice of a marriage partner affects one's life. b. Identify issues that should be discussed before marriage. c. Determine factors that contribute to a successful marriage.	**Teaching:** • Evaluate steps to building a marriage. • Have students make a list of the affects that a marriage partner can have on one's life. • Have students brainstorm to list issues that should be discussed before marriage. • Have students interview a couple who has been married for a long time to determine factors that contribute to a successful marriage. **Assessment:** • Evaluate steps to building a marriage. • Evaluate the graded project. • Evaluate student participation.
5. Recognize the demands of responsible parenting. a. Analyze factors indicating readiness for parenting to include physical, social, emotional, financial, and legal responsibilities. b. Assess the impact of pregnancy on life goals.	**Teaching:** • Recognize the demands of responsible parenting. • Divide the class into groups of readiness topics such as physical, social, emotional, financial, and legal responsibilities. Each group will make a collage depicting readiness factors. • Direct students to develop a personal time line for life goals and then develop a revised time line indicating change if pregnancy is involved. **Assessment:** • Evaluate the recognition of the demands of responsible parenting. • Use a rubric from Appendix E to evaluate the collage. • Evaluate satisfactory completion of the time line and summative paper on the impact of pregnancy on life goals to be evaluated using a rubric from Appendix E.

STANDARDS

Family and Consumer Science National Standards

FCS1 Integrate multiple life roles and responsibilities in family, work, and community settings.
FCS6 Evaluate the significance of family and its impact on the well-being of individuals and society.
FCS13 Demonstrate respectful and caring relationships in the family, workplace, and community.
FCS15 Evaluate the impact of parenting roles and responsibilities on strengthening the well-being of individuals and families.

Academic Standards

A1 Recognize, classify, and use real numbers and their properties.
A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
A3 Simplify algebraic expressions, solve and graph equations, inequalities, and systems in one and two variables.
A4 Explore and communicate the characteristics and operations of polynomials.
A5 Utilize various formulas in problem-solving situations.
A6 Communicate using the language of algebra.
A7 Interpret and apply slope as a rate of change.
A8 Analyze data, and apply concepts of probability.
B1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
B2 Investigate the biochemical basis of life.
B3 Investigate cell structures, functions, and methods of reproduction.
B4 Investigate the transfer of energy from the sun to living systems.
B5 Investigate the principles, mechanisms, and methodology of classical and molecular genetics.
B6 Investigate the concepts of natural selection as they relate to the diversity of life.
B7 Investigate the interdependence and interactions that occur within an ecosystem.
E1 Produce writing that reflects increasing proficiency through planning, writing, revising, and editing and that is specific to audience and purpose.
E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect using increasingly complex and abstract thinking.
E5 Complete oral and written presentations that exhibit interaction and consensus within a group.
E6 Explore cultural contributions to the history of the English language and its literature.

E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
E10 Use language and critical thinking strategies to serve as tools for learning.
H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
H2 Describe the impact of science and technology on the historical development of the United States in the global community.
H3 Describe the relationship of people, places, and environments through time.
H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).
H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

21st Century Skills

CS1 Global Awareness
CS2 Financial, Economic, and Business Literacy
CS3 Civic Literacy
CS4 Information and Communication Skills
CS5 Thinking and Problem-Solving Skills
CS6 Interpersonal and Self-Directional Skills

SUGGESTED REFERENCES

Johnson, L. *Strengthening family and self* (Latest ed.). Goodheart-Willcox.

Sasse, C. R. *Families today* (Latest ed.). New York, NY: Glencoe.

[NOTE: Mastery of the competencies in this unit can be assessed through the use of a student portfolio that includes a journal of daily activities conducted in the class. Evaluation criteria for this journal should be based on specifications for the format and content of each activity. Teachers should not base their evaluations on any personal information (values, goals, and standards of individual students) recorded in the journal.]

Family Dynamics
Unit 3: Management of Family Systems (30 hours)

Competencies and Suggested Objectives	Suggested Strategies for Competencies
1. Evaluate the dynamics involved in preserving the family as a unit. a. Describe the family system. b. Explain the functions of a family to include nurturing, economic, social, and intellectual support. c. Analyze factors that make strong families including commitment, communication, and decision making. d. Relate the use of conflict resolution in the prevention of family violence. e. Describe a family support system and its value.	**Teaching:** • Evaluate the dynamics involved in preserving the family as a unit. • Have students discuss information on family. Have students draw a picture, design a mobile, or create an appropriate star model to be included in the family album. View the video on family life and have class discussion. • Have students discuss functions of a family and describe in writing how their assigned families can fulfill those functions. • Have class discussion on family communication styles. Instruct students to prepare a chart on the strengths of the assigned family. The chart should have a column for each strength listing ways families build these strengths. The chart should be included in the student's family album. • Assign students a family, and use a family violence scenario to show how using conflict resolution could change the outcome of the scenario. This could be done through writing or role-play and should be included in the family album. • Create a family tree. • Map your family culture (use a map of the United States and have the students mark their relatives on their individual maps and discuss their family heritage). **Assessment:** • Evaluate the dynamics involved in preserving the family as a unit. • Evaluate the mobile or star model for creativity and quality using a rubric in Appendix E. • Evaluate the written descriptions of family functions based on the assigned families by using a rubric from Appendix E. • Evaluate the chart based on demonstrated

	understanding. • Use a rubric from Appendix E to evaluate whether an understanding on conflict resolution skills was shown.
2. Develop coping techniques for individuals dealing with crisis in the family. a. Define the types of crises that families face. b. Locate resources that assist individuals and families in crisis situations. c. Identify appropriate solutions for individuals in family crises.	**Teaching:** • Develop coping techniques for individuals dealing with crisis in the family. • Have students brainstorm to identify the types of crises to include such as abuse, divorce, death, disasters, loss of job, and so forth. Show a video on family crisis. Have students discuss the video. • Have students compile a list of resources that assist individuals and families in crisis situations. • Have students complete a case study to identify appropriate solutions for individuals in family crises, and grade by using a rubric from Appendix E. **Assessment:** • Develop coping techniques for individuals dealing with crisis in the family. • Evaluate student participation and the graded project, and observe students.
3. Explore the aspects of domestic violence. a. Identify types of domestic violence. b. Discuss warning signs of violence. c. Identify preventive measures and intervention skills. d. Practice intervention skills.	**Teaching:** • Explore the aspects of domestic violence. • Have students brainstorm the types of domestic violence. • Have students prepare a pamphlet, poster, or booklet on the warning signs of abuse. • Provide a guest speaker to discuss domestic violence. • Role-play intervention skills. **Assessment:** • Use the Role-Play or Skit Assessment Rubric in Appendix E to evaluate role playing activities. • Evaluate class participation. • A summative unit test will be used to assess overall mastery of the competencies and suggested objectives in this unit.
4. Utilize resources and technology in managing multiple roles of family members. a. Evaluate resources available to families that enhance the overall	**Teaching:** • Utilize resources and technology in managing multiple roles of family members. • Give each family a challenge. Have

quality of family life. b. Assess the use of technology in the management of multiple roles of different family members.	students identify, in an oral presentation, the resources available to that family and ways these resources could be used to meet this challenge. This will be included in the student's family album. • Based on resources, have the students determine the types of technology available to assigned families. Have students construct a chart listing family members and the technology that would assist them in each of their multiple roles. Instruct students to include ways each item preserves or hinders the family strengths. This will be included in the student's family album. **Assessment:** • Utilize resources and technology in managing multiple roles of family members. • Evaluate the presentations using a rubric from Appendix E. • Evaluate the family album using a rubric from Appendix E.
5. Analyze factors of balancing work and family. a. Describe two kinds of work that families do. b. Explain how attitudes about whom does the work in a family have changed over the years. c. Summarize ways in which jobs affect family life and vice versa.	**Teaching:** • Devise and implement a plan for work distribution at home. • Create tools for managing family life. • Identify ways that families manage childcare responsibilities. **Assessment:** • Observe student participation. • Grade bulletin board project with a rubric from Appendix E. • Grade student project or presentation by using a rubric from Appendix E. • Research using technology that affects families.
6. Discuss career options working with human service occupations. a. Identify and/or research related human services job opportunities.	**Teaching:** • Have guest speakers (social workers, nurses, family law attorneys/judges) to class. • Assign student projects. • Research using technology on human service occupations. • Assign students to job shadow. **Assessment:**

	• Observe student participation. • Grade bulletin board project with rubric from Appendix E. • Grade unit test.

STANDARDS

Family and Consumer Science National Standards

FCS1 Integrate multiple life roles and responsibilities in family, work, and community settings.
FCS2 Evaluate management practices related to the human, economic, and environmental resources.
FCS3 Integrate knowledge, skills, and practices required for careers in consumer services.
FCS6 Evaluate the significance of family and its impact on the well-being of individuals and society.
FCS7 Integrate knowledge, skills, and practices required for careers in family and community services.
FCS13 Demonstrate respectful and caring relationships in the family, workplace, and community.
FCS15 Evaluate the impact of parenting roles and responsibilities on strengthening the well-being of individuals and families.

Academic Standards

A1 Recognize, classify, and use real numbers and their properties.
A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
A3 Simplify algebraic expressions, solve and graph equations, inequalities, and systems in one and two variables.
A4 Explore and communicate the characteristics and operations of polynomials.
A5 Utilize various formulas in problem-solving situations.
A6 Communicate using the language of algebra.
A7 Interpret and apply slope as a rate of change.
A8 Analyze data, and apply concepts of probability.
B1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
B2 Investigate the biochemical basis of life.
B3 Investigate cell structures, functions, and methods of reproduction.
B4 Investigate the transfer of energy from the sun to living systems.
B5 Investigate the principles, mechanisms, and methodology of classical and molecular genetics.
B6 Investigate the concepts of natural selection as they relate to the diversity of life.
B7 Investigate the interdependence and interactions that occur within an ecosystem.
E1 Produce writing that reflects increasing proficiency through planning, writing, revising, and editing and that is specific to audience and purpose.

E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect using increasingly complex and abstract thinking.
E5 Complete oral and written presentations that exhibit interaction and consensus within a group.
E6 Explore cultural contributions to the history of the English language and its literature.
E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
E10 Use language and critical thinking strategies to serve as tools for learning.
H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
H2 Describe the impact of science and technology on the historical development of the United States in the global community.
H3 Describe the relationship of people, places, and environments through time.
H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).
H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

21st Century Skills

CS1 Global Awareness
CS2 Financial, Economic, and Business Literacy
CS3 Civic Literacy
CS4 Information and Communication Skills
CS5 Thinking and Problem-Solving Skills
CS6 Interpersonal and Self-Directional Skills

SUGGESTED REFERENCES

Hildebrand, V. *Parenting: Rewards and responsibilities* (Latest ed.). New York: NY, Glencoe.

Johnson, L. *Strengthening family and self* (Latest ed.). Goodheart-Willcox.

Lowe, Malouf, & Jacobson. *Consumer education and economics* (Latest ed.). Glencoe.

Sasse, C. R. *Families today* (Latest ed.). New York, NY: Glencoe.

Student Competency Profile for Family Dynamics

Student:_____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. This form may be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

As an alternative to the use of this form, you may note competency achievement by attaching a report showing comparable results for each student. Please indicate that you are using this alternative report by checking here. _____

Unit 1: Dimensions of Adolescent Development

_____1. Understand growth and change during the teen years.
_____2. Explain the importance of developing a positive self-esteem.
_____3. Examine one's own potential for career development.

Unit 2: Family Decisions and Responsibilities

_____1. Determine choices involved in establishing a lifestyle.
_____2. Develop an understanding of the role of dating.
_____3. Develop an understanding of love and commitment.
_____4. Evaluate steps to building a marriage.
_____5. Recognize the demands of responsible parenting.

Unit 3: Management of Family Systems

_____1. Evaluate the dynamics involved in preserving the family as a unit.
_____2. Develop coping techniques for individuals dealing with crisis in the family.
_____3. Explore the aspects of domestic violence.
_____4. Utilize resources and technology in managing multiple roles of family members.
_____5. Analyze factors of balancing work and family.
_____6. Discuss career options working with human service occupations.

Family and Individual Health
Unit 1: Personal and Consumer Health (6 hours)

Competencies and Suggested Objectives	Suggested Strategies for Competencies
1. Describe ways to achieve and maintain a healthy lifestyle. a. Define health, and list characteristics of a healthy person. b. State good personal hygiene habits to include dental, skin, hair, ear, eye, and nail care.	**Teaching:** • Describe ways to achieve and maintain a healthy lifestyle. • Discuss the characteristics of a healthy person, and have the students prepare a list of these characteristics. • Have the students participate in a discussion of personal hygiene habits. The teacher will demonstrate how to brush and floss teeth. Invite a dermatologist or other guest speaker (if possible) to discuss daily care of skin, hair, nails, and so forth. Have the students participate in a discussion of cleaning the ears and the importance of having hearing tests. Have students participate in a class discussion on how to wash the eyes, the importance of not using heavy eye makeup, and the importance of eye exams. Invite an optometrist or other eye care specialist to class if possible. **Assessment:** • Have students describe ways to achieve and maintain a healthy lifestyle. • Observe student participation in class discussion and demonstration.
2. Explain the relationship between current health decisions and future wellness. a. Identify the steps in the decision-making model. b. Apply the decision-making model to solve a personal problem.	**Teaching:** • Explain the relationship between current health decisions and future wellness. • Have the students participate in a class discussion on the decision-making model. • Divide the class into four groups, and give groups a personal problem situation where they must write a solution utilizing the decision-making model. **Assessment:** • Have students explain the relationship between current health decisions and future wellness. • Observe participation in class discussion. • Critique and grade group written assignments using rubric/checklist from Appendix E.

3. Recognize the benefits of being a wise consumer. a. Identify rights and responsibilities as a consumer. b. Identify popular types of deceptive advertising and product fraud. c. Recognize medical quackery in the marketplace. d. Examine ways for paying for health-care services.	**Teaching:** • Recognize the benefits of being a wise consumer. • Have students participate in class discussion about consumer rights and responsibilities, the Consumer Bill of Rights, and so forth. • Have students use magazines and other print media to select advertisements that represent different forms of deceptive advertising and product fraud. • Invite a pharmacist to describe medical quackery in the marketplace. • Have students calculate the cost of having a baby to include prenatal and postnatal care with and without health insurance, Medicaid, or Medicare. **Assessment:** • Evaluate the recognition of the benefits of being a wise consumer. • Observe student participation in class discussion. • Evaluate selection of advertisements for deception and fraud. • Evaluate written and oral reports on guest speaker's presentation using speaker form from Appendix E. • Evaluate the written cost analysis of having a baby. • Give unit test on consumer health.

STANDARDS

Family and Consumer Science National Standards

FCS2 Evaluate management practices related to the human, economic, and environmental resources.

FCS14 Demonstrate nutrition and wellness practices that enhance individual and family well-being.

National Health Education Standards

HS1 Heath Promotion and Disease Prevention

HS2 Health Information, Products and Services

Academic Standards

A1 Recognize, classify, and use real numbers and their properties.
A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
A3 Simplify algebraic expressions, solve and graph equations, inequalities, and systems in one and two variables.
A4 Explore and communicate the characteristics and operations of polynomials.
A5 Utilize various formulas in problem-solving situations.
A6 Communicate using the language of algebra.
A7 Interpret and apply slope as a rate of change.
A8 Analyze data, and apply concepts of probability.
B1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
B2 Investigate the biochemical basis of life.
B3 Investigate cell structures, functions, and methods of reproduction.
B4 Investigate the transfer of energy from the sun to living systems.
B5 Investigate the principles, mechanisms, and methodology of classical and molecular genetics.
B6 Investigate the concepts of natural selection as they relate to the diversity of life.
B7 Investigate the interdependence and interactions that occur within an ecosystem.
E1 Produce writing that reflects increasing proficiency through planning, writing, revising, and editing and that is specific to audience and purpose.
E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect using increasingly complex and abstract thinking.
E5 Complete oral and written presentations that exhibit interaction and consensus within a group.
E6 Explore cultural contributions to the history of the English language and its literature.
E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
E10 Use language and critical thinking strategies to serve as tools for learning.
H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
H2 Describe the impact of science and technology on the historical development of the United States in the global community.
H3 Describe the relationship of people, places, and environments through time.

H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).

H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

21st Century Skills

CS1 Global Awareness
CS2 Financial, Economic, and Business Literacy
CS3 Civic Literacy
CS4 Information and Communication Skills
CS5 Thinking and Problem-Solving Skills
CS6 Interpersonal and Self-Directional Skills

SUGGESTED REFERENCES

Encarta Encyclopedia (software).

Merki, Mary B., & Merki, Don. *Health: A guide to wellness* (Latest ed.). New York, NY: Glencoe. (Teacher Text and Teacher Resource Kit)

Pruitt, B.E., Crumpler, Kathy, & Stitch, Deborah. *Health: Skills for wellness* (Latest ed.). New Jersey: Prentice-Hall. (Teacher Text and Teacher Resource Kit)

Family and Individual Health
Unit 2: Mental Health (7 hours)

Competencies and Suggested Objectives	Suggested Strategies for Competencies
1. Explain how mental health contributes to personality. a. Explain how an individual's mental and physical health habits affect what he or she thinks about himself or herself. b. Identify nonthreatening ways of being assertive.	**Teaching:** • Explain how mental health contributes to personality. • Have students compile a list of personality traits during a brainstorming session; circle the traits that contribute to mental health. • Divide the class into groups to role-play assertive strategies, with each group given a specific situation. **Assessment:** • Have students explain how mental health contributes to personality. • Observe student participation in class discussion and activity. • Observe student participation in role-play by using the rubric from Appendix E.
2. Describe how stress influences mental health. a. Identify situations that cause stress, and explain the body's response. b. Develop a stress management plan.	**Teaching:** • Describe how stress influences mental health. • Have students rate their personal stressors on a given chart, and then select the top three to explain the body's response. • Have students outline a personal stress management plan (using stressor chart from Suggested Teaching Strategy 2a) indicating activities and relaxation techniques to be utilized. **Assessment:** • Have students describe how stress influences mental health. • Grade the completion of written assignment and participation in discussion. • Grade the completion of written assignment, graded with rubric from Appendix E.
3. Define functional and organic mental disorders, and state controls for each. a. Identify signs of mental health problems. b. Identify ways to treat mental disorders. c. Identify warning signs of suicide, and	**Teaching:** • Define functional and organic mental disorders, and state controls for each. • Invite the school psychologist or social worker to be interviewed by the students. Have students prepare a list of questions about the signs of mental health problems

demonstrate intervention strategies. d. Discuss eating disorders such as anorexia, nervosa, and bulimia.	and their treatments. • Have students watch a video on suicide and compile a list of warning signs as described during the video. • Divide the class into groups, and role-play a scenario showing signs of suicide and intervention strategies. • Have students participate in a class discussion, and complete a worksheet on eating disorders using textbooks as references. **Assessment:** • Have students define functional and organic mental disorders and state controls for each. • Have students compile a list of interview questions and participate in an interview. • Grade the completion of a written assignment after viewing a video on suicide by using a rubric from Appendix E. • Observe participation in role-play involving suicide intervention strategies, and grade by using rubric from Appendix E. • Grade the completion of a written assignment on eating disorders by using rubric/checklist in Appendix E.

STANDARDS

Family and Consumer Science National Standards

FCS7 Integrate knowledge, skills, and practices required for careers in family and community services.
FCS13 Demonstrate respectful and caring relationships in the family, workplace, and community.
FCS14 Demonstrate nutrition and wellness practices that enhance individual and family well-being.

National Health Education Standards

HS3 Reducing Health Risks
HS6 Setting Goals for Good Health
HS7 Health Advocacy

Academic Standards

A1 Recognize, classify, and use real numbers and their properties.
A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
A3 Simplify algebraic expressions, solve and graph equations, inequalities, and systems in one and two variables.
A4 Explore and communicate the characteristics and operations of polynomials.
A5 Utilize various formulas in problem-solving situations.
A6 Communicate using the language of algebra.
A7 Interpret and apply slope as a rate of change.
A8 Analyze data, and apply concepts of probability.
B1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
B2 Investigate the biochemical basis of life.
B3 Investigate cell structures, functions, and methods of reproduction.
B4 Investigate the transfer of energy from the sun to living systems.
B5 Investigate the principles, mechanisms, and methodology of classical and molecular genetics.
B6 Investigate the concepts of natural selection as they relate to the diversity of life.
B7 Investigate the interdependence and interactions that occur within an ecosystem.
E1 Produce writing that reflects increasing proficiency through planning, writing, revising, and editing and that is specific to audience and purpose.
E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect using increasingly complex and abstract thinking.
E5 Complete oral and written presentations that exhibit interaction and consensus within a group.
E6 Explore cultural contributions to the history of the English language and its literature.
E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
E10 Use language and critical thinking strategies to serve as tools for learning.
H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
H2 Describe the impact of science and technology on the historical development of the United States in the global community.
H3 Describe the relationship of people, places, and environments through time.

H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).

H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

21st Century Skills

CS1 Global Awareness
CS2 Financial, Economic, and Business Literacy
CS3 Civic Literacy
CS4 Information and Communication Skills
CS5 Thinking and Problem-Solving Skills
CS6 Interpersonal and Self-Directional Skills

SUGGESTED REFERENCES

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Family and Individual Health
Unit 3: Social Health (5 hours)

Competencies and Suggested Objectives	Suggested Strategies for Competencies
1. Describe how the skills of communication and cooperation are essential for healthy relationships. a. Identify strategies for choosing abstinence when faced with sexual pressures. b. Identify qualities that are important in close friends.	**Teaching:** • Describe how the skills of communication and cooperation are essential for healthy relationships. • Have students participate in a classroom discussion, and facilitate the group's role playing of assertive strategies to resist sexual pressures. • Have students brainstorm, using the inspiration software, on the personal qualities important in friends, and write a list on the board. Have students narrow the list to ten qualities and discuss the results. **Assessment:** • Have students describe how the skills of communication and cooperation are essential for healthy relationships. • Observe participation in class discussion and role play activity, and use the rubric in appendix E. • Observe student participation in brainstorming session.
2. Describe why the family is the basic social unit of society. a. Describe elements that healthy families have in common and ways to maintain family health. b. Explain factors that may cause a family system to break down to include spousal and child abuse.	**Teaching:** • Describe why the family is the basic social unit of society. • Have students participate in a class discussion using a list of elements from a healthy family and one from an unhealthy family. Have students make suggestions on ways to make the unhealthy family healthy. • Have students participate in a class discussion on factors that may cause a family to break down. Have students anonymously submit a question on one of the following subjects: divorce, family alcoholism, drug abuse, financial problems, physical or sexual abuse, emotional abuse, or runaways. Collect questions to be answered by a family counselor (guest speaker).

	Assessment: • Have students describe why the family is the basic social unit of society. • Observe participation in class discussion. • Evaluate guest speaker evaluation form from Appendix E. • Give unit test on social health.

STANDARDS

Family and Consumer Science National Standards

FCS1 Integrate multiple life roles and responsibilities in family, work, and community settings.
FCS6 Evaluate the significance of family and its impact on the well-being of individuals and society.
FCS7 Integrate knowledge, skills, and practices required for careers in family and community services.
FCS13 Demonstrate respectful and caring relationships in the family, workplace, and community.

National Health Education Standards

HS4 Influences on Health
HS5 Using Communication Skills to Promote Health
HS6 Setting Goals for Good Health

Academic Standards

A1 Recognize, classify, and use real numbers and their properties.
A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
A3 Simplify algebraic expressions, solve and graph equations, inequalities, and systems in one and two variables.
A4 Explore and communicate the characteristics and operations of polynomials.
A5 Utilize various formulas in problem-solving situations.
A6 Communicate using the language of algebra.
A7 Interpret and apply slope as a rate of change.
A8 Analyze data, and apply concepts of probability.
B1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
B2 Investigate the biochemical basis of life.
B3 Investigate cell structures, functions, and methods of reproduction.
B4 Investigate the transfer of energy from the sun to living systems.
B5 Investigate the principles, mechanisms, and methodology of classical and molecular genetics.

B6 Investigate the concepts of natural selection as they relate to the diversity of life.
B7 Investigate the interdependence and interactions that occur within an ecosystem.
E1 Produce writing that reflects increasing proficiency through planning, writing, revising, and editing and that is specific to audience and purpose.
E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect using increasingly complex and abstract thinking.
E5 Complete oral and written presentations that exhibit interaction and consensus within a group.
E6 Explore cultural contributions to the history of the English language and its literature.
E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
E10 Use language and critical thinking strategies to serve as tools for learning.
H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
H2 Describe the impact of science and technology on the historical development of the United States in the global community.
H3 Describe the relationship of people, places, and environments through time.
H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).
H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

21st Century Skills

CS1 Global Awareness
CS2 Financial, Economic, and Business Literacy
CS3 Civic Literacy
CS4 Information and Communication Skills
CS5 Thinking and Problem-Solving Skills
CS6 Interpersonal and Self-Directional Skills

SUGGESTED REFERENCES

Encarta Encyclopedia (software).

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Family and Individual Health
Unit 4: Human Growth and Development (10 hours)

Competencies and Suggested Objectives	Suggested Strategies for Competencies
1. Summarize how genetic traits are passed on from one generation to another. a. Define the role heredity plays in determining physical traits, and distinguish between dominant and recessive genes. b. Identify various genetic and environmental birth defects.	**Teaching:** • Summarize how genetic traits are passed on from one generation to another. • Show and have the students discuss how genes are passed from parents to their children by putting a diagram on the board. Use uppercase and lowercase letters to represent dominant and recessive genes. • Using the Internet, have students identify (in a written outline form) birth defects with symptoms and control and fetal development. **Assessment:** • Have students summarize how genetic traits are passed on from one generation to another. • Observe student participation in class discussion and completion of a simple genetic matrix.
2. Examine health practices to be considered before, during, and after pregnancy. a. List reasons that parents decide to have children. b. Discuss various methods of family planning. c. Discuss prenatal development. d. Describe the birth process. e. Identify adjustments for parents and newborns during postpartum period.	**Teaching:** • Examine health practices to be considered before, during, and after pregnancy. • Have students brainstorm reasons that parents decide to have children. • Invite a nurse from school or health department. Have students participate in class discussion. • Have students participate in class discussion on the importance of prenatal development using models. • Invite a guest speaker to describe the birth process. • Have students participate in a class discussion on adjustments that parents and newborns experience during the postpartum period. **Assessment:** • Evaluate students' knowledge on health practices to be considered before, during, and after pregnancy. • Observe student participation in class discussion.

	• Have students summarize a guest speaker's presentation in a written report, and grade with rubric from Appendix E. • Summarize the guest speaker's presentation by using form in Appendix E.
3. Identify physical, mental, and emotional changes that occur from childhood throughout adolescence. a. Trace developmental stages of infancy, childhood, and adolescence. b. Name the physical, mental, and emotional changes that happen during adolescence, and state how these changes affect identity and interpersonal relationships.	**Teaching:** • Identify physical, mental, and emotional changes that occur from childhood throughout adolescence. • Divide the class into groups, and role-play various developmental stages from childhood through adolescence. • Divide the class into groups, and role-play physical, mental, and emotional changes that occur in adolescence. **Assessment:** • Have students identify physical, mental, and emotional changes that occur from childhood through adolescence. • Observe student participation in class discussion. • Observe participation in group role-play situation, and grade by using rubric in appendix E.
4. Examine the aging process from adulthood through death. a. Discuss the tasks and opportunities of young, middle, and older adulthood. b. Identify ways to cope with death and dying.	**Teaching:** • Examine the aging process from adulthood through death. • Divide the class into groups, and brainstorm tasks and opportunities of young, middle, and older adults. • Invite a guest speaker who has experienced the loss of a loved one to explain the coping mechanisms used. **Assessment:** • Have students examine the aging process from adulthood through death. • Observe participation in class discussion. • Have students summarize guest speaker's presentation by using the form in Appendix E. • Give unit test on human growth and development.

STANDARDS

Family and Consumer Science National Standards

FCS6 Evaluate the significance of family and its impact on the well-being of individuals and society.
FCS12 Analyze factors that impact human growth and development.
FCS15 Analyze factors that impact human growth and development.

National Health Education Standards

HS1 Heath Promotion and Disease Prevention
HS2 Health Information, Products and Services
HS3 Reducing Health Risks

Academic Standards

A1 Recognize, classify, and use real numbers and their properties.
A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
A3 Simplify algebraic expressions, solve and graph equations, inequalities, and systems in one and two variables.
A4 Explore and communicate the characteristics and operations of polynomials.
A5 Utilize various formulas in problem-solving situations.
A6 Communicate using the language of algebra.
A7 Interpret and apply slope as a rate of change.
A8 Analyze data, and apply concepts of probability.
B1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
B2 Investigate the biochemical basis of life.
B3 Investigate cell structures, functions, and methods of reproduction.
B4 Investigate the transfer of energy from the sun to living systems.
B5 Investigate the principles, mechanisms, and methodology of classical and molecular genetics.
B6 Investigate the concepts of natural selection as they relate to the diversity of life.
B7 Investigate the interdependence and interactions that occur within an ecosystem.
E1 Produce writing that reflects increasing proficiency through planning, writing, revising, and editing and that is specific to audience and purpose.
E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect using increasingly complex and abstract thinking.

E5 Complete oral and written presentations that exhibit interaction and consensus within a group.
E6 Explore cultural contributions to the history of the English language and its literature.
E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
E10 Use language and critical thinking strategies to serve as tools for learning.
H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
H2 Describe the impact of science and technology on the historical development of the United States in the global community.
H3 Describe the relationship of people, places, and environments through time.
H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).
H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

21st Century Skills

CS1 Global Awareness
CS2 Financial, Economic, and Business Literacy
CS3 Civic Literacy
CS4 Information and Communication Skills
CS5 Thinking and Problem-Solving Skills
CS6 Interpersonal and Self-Directional Skills

SUGGESTED REFERENCES

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Family and Individual Health
Unit 5: Disease Prevention and Control (10 hours)

Competencies and Suggested Objectives	Suggested Strategies for Competencies
1. Recognize the causes, transfer, and control of common communicable diseases. a. Discuss the causes of infectious diseases, the ways in which diseases are spread, and how the body defends itself. b. Identify the stages of an infectious disease and the factors involved in its treatment. c. Describe the symptoms and treatment of some common infectious diseases such as chicken pox, mumps, common cold, hepatitis, and so forth.	**Teaching:** • Recognize the causes, transfer, and control of common communicable diseases. • Have students collect photographs and clippings from magazines and newspapers to create a mural that illustrates the stages, treatment, and prevention of infectious diseases. • Using the World Wide Web, locate information showing the stages of infectious disease. Have students write a summary enumerating the factors for treatment. • Assign each student an infectious disease to research. Have students present their findings in an oral report to the class. **Assessment:** • Have students recognize the causes, transfer, and control of common communicable diseases. • Observe student participation in the class mural activity. • Grade completion of written assignment and oral presentation to the class by using rubric in Appendix E. • Grade completion of written research report and oral presentation to the class by using rubric in Appendix E.
2. Recognize the ways to prevent HIV infection and STDs. a. Describe the symptoms, mode of transmission, and control of sexually transmitted diseases to include HIV infection and AIDS. b. Identify behaviors that put a person at risk for contracting HIV.	**Teaching:** • Recognize the ways to prevent HIV infection and STDs. • Invite a speaker from the State Board of Health to discuss the symptoms, transmission, and control of STDs. Have students write a short story on a teenager who has acquired HIV. • Divide the class into groups. Provide open-ended statements about HIV. A reporter shares ideas with class. Correlate current HIV infection data and, extrapolate infection trends for the year 2000.

	Assessment: • Have students recognize the ways to prevent HIV infection and STDs. • Observe student participation in class discussion led by guest speaker. Use the guest speaker form in Appendix E for evaluation of students. • Grade completion of short story assignment by using rubric in Appendix E. • Observe student participation in class discussion and completion of worksheet.
3. State causes, signs, and control of noninfectious diseases. a. Name the different kinds of cardiovascular diseases and their risk factors. b. Describe the warning signs of cancer and the ways to reduce personal risk including breast and/or testicular cancer. c. Explain the types and treatments for diabetes, arthritis, and other chronic diseases including those requiring long-term care.	**Teaching:** • State causes, signs, and control of noninfectious diseases. • Divide the class into groups. Have each group illustrate one cardiovascular disease on a poster. Each poster should include a description of the disease, detection and treatment, and prevention measures. • Invite a guest speaker from the American Cancer Society to discuss breast and testicular cancer. Have students write down and complete the following statements: Cancer is…; Cancer may be…; Cancer is not…. • Have students participate in a class discussion and complete a worksheet on diabetes and arthritis from information taken from the textbook. **Assessment:** • Have students state causes, signs, and control of noninfectious diseases. • Observe student participation in and completion of poster activity by using rubric in Appendix E. • Observe student participation in class discussion led by guest speaker. Use guest speaker form in Appendix E to evaluate students. • Grade completion of written assignment by using rubric in Appendix E. • Give unit test on disease prevention and control.

STANDARDS

Family and Consumer Science National Standards

FCS7 Integrate knowledge, skills, and practices required for careers in family and community services.

National Health Education Standards

HS1 Heath Promotion and Disease Prevention
HS6 Setting Goals for Good Health

Academic Standards

A1 Recognize, classify, and use real numbers and their properties.
A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
A3 Simplify algebraic expressions, solve and graph equations, inequalities, and systems in one and two variables.
A4 Explore and communicate the characteristics and operations of polynomials.
A5 Utilize various formulas in problem-solving situations.
A6 Communicate using the language of algebra.
A7 Interpret and apply slope as a rate of change.
A8 Analyze data, and apply concepts of probability.
B1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
B2 Investigate the biochemical basis of life.
B3 Investigate cell structures, functions, and methods of reproduction.
B4 Investigate the transfer of energy from the sun to living systems.
B5 Investigate the principles, mechanisms, and methodology of classical and molecular genetics.
B6 Investigate the concepts of natural selection as they relate to the diversity of life.
B7 Investigate the interdependence and interactions that occur within an ecosystem.
E1 Produce writing that reflects increasing proficiency through planning, writing, revising, and editing and that is specific to audience and purpose.
E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect using increasingly complex and abstract thinking.
E5 Complete oral and written presentations that exhibit interaction and consensus within a group.
E6 Explore cultural contributions to the history of the English language and its literature.

E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
E10 Use language and critical thinking strategies to serve as tools for learning.
H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
H2 Describe the impact of science and technology on the historical development of the United States in the global community.
H3 Describe the relationship of people, places, and environments through time.
H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).
H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

21st Century Skills

CS1 Global Awareness
CS2 Financial, Economic, and Business Literacy
CS3 Civic Literacy
CS4 Information and Communication Skills
CS5 Thinking and Problem-Solving Skills
CS6 Interpersonal and Self-Directional Skills

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Family and Individual Health
Unit 6: Nutrition and Fitness (10 hours)

Competencies and Suggested Objectives	Suggested Strategies for Competencies
1. Make responsible food choices. a. Explain the organization of the Food Guide Pyramid. b. Identify six classes of nutrients, and describe their functions in the human body. c. Trace the path of food through the digestive system. d. Identify kinds of information provided on a food label. e. Create a daily meal plan for student's own family, and calculate the number of calories.	**Teaching:** • Make responsible food choices. • Show the Food Guide Pyramid. Have students participate in class discussion, and invite resource person (dietician, etc.) to class. • Write list of nutrients on the board, and have students participate in class discussion. • Show anatomy of digestive system (model, chart, or transparency), and have students trace flow of food throughout the system. • Have students bring in food labels, and facilitate class discussion. • Facilitate small group activity on daily meal plans to include caloric count, and have students complete written homework assignment. **Assessment:** • Have students make responsible food choices. • Observe student participation in class discussion. • Have students complete worksheet based written assignment. • Observe student participation in activity and class discussion. • Observe student participation in group activity and completion of written homework assignment.
2. Discover the importance of fitness. a. Explain the physical and psychological benefits of exercise. b. Develop a regular plan of exercise.	**Teaching:** • Discover the importance of fitness. • Have students participate in a class discussion on exercise and write ideas on the board. • Have students participate in small group brainstorming sessions using different forms of aerobic exercise. **Assessment:** • Have studentsiscover the importance of fitness. • Observe participation in class discussion.

	• Have students complete written assignment on exercise plan. • Give unit test on nutrition and fitness.

STANDARDS

Family and Consumer Science National Standards

FCS9 Integrate knowledge, skills, and practices required for careers in food science, dietetics, and nutrition.
FCS14 Demonstrate nutrition and wellness practices that enhance individual and family well-being.

National Health Education Standards

HS5 Using Communication Skills To Promote Health
HS7 Health Advocacy

Academic Standards

A1 Recognize, classify, and use real numbers and their properties.
A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
A3 Simplify algebraic expressions, solve and graph equations, inequalities, and systems in one and two variables.
A4 Explore and communicate the characteristics and operations of polynomials.
A5 Utilize various formulas in problem-solving situations.
A6 Communicate using the language of algebra.
A7 Interpret and apply slope as a rate of change.
A8 Analyze data, and apply concepts of probability.
B1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
B2 Investigate the biochemical basis of life.
B3 Investigate cell structures, functions, and methods of reproduction.
B4 Investigate the transfer of energy from the sun to living systems.
B5 Investigate the principles, mechanisms, and methodology of classical and molecular genetics.
B6 Investigate the concepts of natural selection as they relate to the diversity of life.
B7 Investigate the interdependence and interactions that occur within an ecosystem.
E1 Produce writing that reflects increasing proficiency through planning, writing, revising, and editing and that is specific to audience and purpose.
E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.

E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect using increasingly complex and abstract thinking.

E5 Complete oral and written presentations that exhibit interaction and consensus within a group.

E6 Explore cultural contributions to the history of the English language and its literature.

E7 Discover the power and effect of language by reading and listening to selections from various literary genres.

E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.

E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.

E10 Use language and critical thinking strategies to serve as tools for learning.

H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.

H2 Describe the impact of science and technology on the historical development of the United States in the global community.

H3 Describe the relationship of people, places, and environments through time.

H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).

H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

21st Century Skills

CS1 Global Awareness

CS2 Financial, Economic, and Business Literacy

CS3 Civic Literacy

CS4 Information and Communication Skills

CS5 Thinking and Problem-Solving Skills

CS6 Interpersonal and Self-Directional Skills

SUGGESTED REFERENCES

Encarta Encyclopedia (software).

Merki, Mary B. & Merki, Don. *Health: A guide to wellness* (Latest ed.). New York, NY: Glencoe. (Teacher Text and Teacher Resource Kit)

Pruitt, B.E., Crumpler, Kathy, & Stitch, Deborah. *Health: Skills for wellness*. (Latest ed.). New Jersey: Prentice-Hall. (Teacher Text and Teacher Resource Kit)

Family and Individual Health
Unit 7: Substance Abuse Prevention (7 hours)

Competencies and Suggested Objectives	Suggested Strategies for Competencies
1. Analyze the health hazards of tobacco. a. List major reasons why people either abstain from or use tobacco. b. Describe long-term effects of tobacco use and the dangers of passive smoking.	**Teaching:** • Analyze the health hazards of tobacco. • Have students participate in class discussion on reasons people continue to smoke even though they are aware of the dangers of smoking. • Present transparencies of a normal lung and a cancerous lung. **Assessment:** • Have students analyze the health hazards of tobacco. • Observe student participation in class discussion. • Grade the completion of a written report by using rubric/checklist in Appendix E.
2. Analyze the health hazards of alcohol. a. Identify the short- and long-term effects of alcohol on the body. b. Explain the impact of alcohol on alcoholics, their families, and society.	**Teaching:** • Analyze the health hazards of alcohol. • Have students participate in class discussion on short- and long-term effects of alcohol on the body. Have students write articles to submit to the school newspaper. • Have students participate in a class discussion on the truth of newspaper and magazine advertisements for alcohol products. Have students post examples around the room. **Assessment:** • Have students analyze the health hazards of alcohol. • Evaluate the written newspaper article. • Observe student participation in class discussion.
3. Analyze the health hazards of drugs. a. Differentiate between legal and illegal drugs and explain the benefits and harmful effects of these drugs. b. Describe how drugs work, what their side effects are, and how they are commonly abused.	**Teaching:** • Analyze the health hazards of drugs. • Invite a law enforcement officer to discuss and display legal and illegal drugs and their effects on the body. Have students prepare a short written summary of the presentation. • Show a video that discusses how drugs work, their side effects, and how they are

	commonly abused. **Assessment:** • Have students analyze the health hazards of drugs. • Grade the completion of the written assignment using the report rubric from Appendix E. • Grade the completion of the written assignment based on video observation.
4. Analyze the health hazards of inhalants. a. Discuss various types of inhalants. b. Identify dangers associated with the use of inhalants.	**Teaching:** • Analyze the health hazards of inhalants. • Have students research various types of inhalants. • Have students list dangers associated with the use of inhalants. **Assessment:** • Have students analyze the health hazards of inhalants. • Give a graded project on inhalants and the dangers of using.
5. Discuss refusal and intervention skills. a. Develop refusal skills for all forms of drugs and inhalants. b. Demonstrate ways to intervene and help a drug dependent friend.	**Teaching:** • Discuss refusal and intervention skills. • Divide the class into small groups, and create a poster emphasizing ways to refuse all forms of drugs and inhalants. • Role-play ways to help a drug dependent friend. **Assessment:** • Have students discuss refusal and intervention skills. • Evaluate poster and student participation, and grade by using rubric in Appendix E. • Evaluate students. • Give unit test.

STANDARDS

Family and Consumer Science National Standards

FCS7 Integrate knowledge, skills, and practices required for careers in family and community services.

FCS13 Demonstrate respectful and caring relationships in the family, workplace, and community.

National Health Education Standards

HS1 – Health Promotion and Disease Prevention
HS3 – Reducing Health Risks

Academic Standards

A1 – Recognize, classify, and use real numbers and their properties.
A2 – Recognize, create, extend, and apply patterns, relations, and functions and their applications.
A3 – Simplify algebraic expressions, solve and graph equations, inequalities, and systems in one and two variables.
A4 – Explore and communicate the characteristics and operations of polynomials.
A5 – Utilize various formulas in problem-solving situations.
A6 – Communicate using the language of algebra.
A7 – Interpret and apply slope as a rate of change.
A8 – Analyze data, and apply concepts of probability.
B1 – Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
B2 – Investigate the biochemical basis of life.
B3 – Investigate cell structures, functions, and methods of reproduction.
B4 – Investigate the transfer of energy from the sun to living systems.
B5 – Investigate the principles, mechanisms, and methodology of classical and molecular genetics.
B6 – Investigate the concepts of natural selection as they relate to the diversity of life.
B7 – Investigate the interdependence and interactions that occur within an ecosystem.
E1 – Produce writing that reflects increasing proficiency through planning, writing, revising, and editing and that is specific to audience and purpose.
E2 – Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
E3 – Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
E4 – Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect using increasingly complex and abstract thinking.
E5 – Complete oral and written presentations that exhibit interaction and consensus within a group.
E6 – Explore cultural contributions to the history of the English language and its literature.
E7 – Discover the power and effect of language by reading and listening to selections from various literary genres.
E8 – Read, discuss, analyze, and evaluate literature from various genres and other written material.
E9 – Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
E10 – Use language and critical thinking strategies to serve as tools for learning.

H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
H2 Describe the impact of science and technology on the historical development of the United States in the global community.
H3 Describe the relationship of people, places, and environments through time.
H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).
H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

21st Century Skills

CS1 Global Awareness
CS2 Financial, Economic, and Business Literacy
CS3 Civic Literacy
CS4 Information and Communication Skills
CS5 Thinking and Problem-Solving Skills
CS6 Interpersonal and Self-Directional Skills

SUGGESTED REFERENCES

Encarta Encyclopedia (software).

Merki, Mary B., & Merki, Don. *Health: A guide to wellness* (Latest ed.). New York, NY: Glencoe. (Teacher Text and Teacher Resource Kit)

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Family and Individual Health
Unit 8: Community and Environment Health (5 hours)

Competencies and Suggested Objectives	Suggested Strategies for Competencies
1. Identify community health-care agencies and their functions. a. Describe organizations and services that assist community and individuals in health promotion. b. List career opportunities in health.	**Teaching:** • Identify community health-care agencies and their functions. • Have students participate in a class discussion that lists community health agencies, their functions, and services provided. • Have students research career opportunities. **Assessment:** • Have students identify community health-care agencies and their functions. • Observe student participation in class discussion. • Give graded project on career opportunities.
2. Explain how environment affects people and how people affect the environment. a. Determine how pollution, natural disasters, overpopulation, and community violence affect our environmental health. b. Name sources of air, water, noise, radiation, and ground pollution. c. Describe government agencies that protect the environment.	**Teaching:** • Explain how environment affects people and how people affect the environment. • Have students participate in a class discussion and list the environmental threats found in the local community. Have students bring clippings from newspapers and magazines that relate to environmental concerns and present an oral report to the class. • Have students create bumper sticker designs and slogans to inform the public about global pollution of air, water, noise, radiation, and ground. Invite a guest speaker from American Red Cross to discuss natural disasters. • Have students participate in class discussion that lists government agencies that protect the environment and explain their functions. **Assessment:** • Have students how environment affects people and how people affect the environment. • Observe student participation in class discussion, participation in class activity,

	and presentation of an oral report to the class. Use the presentation rubric in Appendix E for evaluation. • Evaluate bumper sticker/slogan presentation and the completion of written assignment after guest speaker presentation. Use the guest speaker form in appendix E for evaluation of student. • Observe student participation in class discussion. • Give unit test on community and environmental health.

STANDARDS

Family and Consumer Science National Standards

FCS1 Integrate multiple life roles and responsibilities in family, work, and community settings.
FCS2 Evaluate management practices related to the human, economic, and environmental resources.
FCS3 Integrate knowledge, skills, and practices required for careers in consumer services.
FCS6 Evaluate the significance of family and its impact on the well-being of individuals and society.
FCS7 Integrate knowledge, skills, and practices required for careers in family and community services.
FCS13 Demonstrate respectful and caring relationships in the family, workplace, and community.

National Health Education Standards

HS1 Health Promotion and Disease Prevention
HS4 Influences on Health

Academic Standards

A1 Recognize, classify, and use real numbers and their properties.
A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
A3 Simplify algebraic expressions, solve and graph equations, inequalities, and systems in one and two variables.
A4 Explore and communicate the characteristics and operations of polynomials.
A5 Utilize various formulas in problem-solving situations.
A6 Communicate using the language of algebra.
A7 Interpret and apply slope as a rate of change.
A8 Analyze data, and apply concepts of probability.

B1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
B2 Investigate the biochemical basis of life.
B3 Investigate cell structures, functions, and methods of reproduction.
B4 Investigate the transfer of energy from the sun to living systems.
B5 Investigate the principles, mechanisms, and methodology of classical and molecular genetics.
B6 Investigate the concepts of natural selection as they relate to the diversity of life.
B7 Investigate the interdependence and interactions that occur within an ecosystem.
E1 Produce writing that reflects increasing proficiency through planning, writing, revising, and editing and that is specific to audience and purpose.
E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect using increasingly complex and abstract thinking.
E5 Complete oral and written presentations that exhibit interaction and consensus within a group.
E6 Explore cultural contributions to the history of the English language and its literature.
E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
E10 Use language and critical thinking strategies to serve as tools for learning.
H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
H2 Describe the impact of science and technology on the historical development of the United States in the global community.
H3 Describe the relationship of people, places, and environments through time.
H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).
H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

21st Century Skills

CS1 Global Awareness
CS2 Financial, Economic, and Business Literacy
CS3 Civic Literacy
CS4 Information and Communication Skills
CS5 Thinking and Problem-Solving Skills
CS6 Interpersonal and Self-Directional Skills

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Family and Individual Health
Unit 9: Safety and First Aid (30 hours)

Competencies and Suggested Objectives	Suggested Strategies for Competencies
1. Discuss promotion of safety and prevention of accidents. a. Describe behaviors that promote home safety. b. Describe ways to prepare for disasters in the community. c. Identify basic safety rules that help prevent accidents at work and play. d. Explain ways to promote vehicle safety to include regular use of seat belts for all ages. e. Recognize violent situations and how to avoid them including rape, assault, and gang-related activities.	**Teaching:** • Discuss promotion of safety and prevention of accidents. • Divide class into small groups for brainstorming sessions, using inspiration software, and discussion. • Have students participate in class discussion on potential community disasters (airplane crash, tornadoes, etc.). Divide the class into groups, and have each group develop a plan to cope with each individual disaster listed above. • Have students participate in a class discussion and write safety rules on the board. • Invite a guest speaker (EMT, etc.) to discuss automobile accidents he or she has worked where the victims could have been saved if seat belts had been used. Have students participate in a class discussion on the importance of driver's education. • Invite a guest speaker (police officer) to discuss recognizing and avoiding violent situations. **Assessment:** • Have students discuss promotion of safety and prevention of accidents. • Observe student participation in class discussion and brainstorming session. • Observe student participation in class discussion and completion of written assignment. Use the rubric/checklist in Appendix E for evaluation.
2. Discuss and demonstrate procedures for emergency situations. a. Identify and assess emergency situations. b. Describe how to respond to common emergencies. c. Assemble contents of a basic first aid kit. d. Practice first aid emergency	**Teaching:** • Discuss and demonstrate procedures for emergency situations. • Invite a guest speaker (EMT or ER nurse) to discuss procedures for emergency situations. • Have guest speaker lead class discussion on responding to common emergencies. • Ask guest speaker to assemble a first aid

procedures to include reporting accidents and providing first aid for wounds, choking, fractures, heart attacks, seizures, and poisonings.	kit for the class. • Have guest speaker demonstrate and discuss first aid emergency procedures to class. **Assessment:** • Have students discuss and demonstrate procedures for emergency situations. • Observe student participation in class discussion. • Use guest speaker form in Appendix E for evaluation of students. • Have students participate in assembling a first aid kit. • Have students demonstrate first aid procedures. • Give unit test on safety and first aid.

STANDARDS

Family and Consumer Science National Standards

FCS13 Demonstrate respectful and caring relationships in the family, workplace, and community.

National Health Education Standards

HS1 Health Promotion and Disease Prevention
HS2 Health Information, Products and Services

Academic Standards

A1 Recognize, classify, and use real numbers and their properties.
A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
A3 Simplify algebraic expressions, solve and graph equations, inequalities, and systems in one and two variables.
A4 Explore and communicate the characteristics and operations of polynomials.
A5 Utilize various formulas in problem-solving situations.
A6 Communicate using the language of algebra.
A7 Interpret and apply slope as a rate of change.
A8 Analyze data, and apply concepts of probability.
B1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
B2 Investigate the biochemical basis of life.
B3 Investigate cell structures, functions, and methods of reproduction.

B4 Investigate the transfer of energy from the sun to living systems.
B5 Investigate the principles, mechanisms, and methodology of classical and molecular genetics.
B6 Investigate the concepts of natural selection as they relate to the diversity of life.
B7 Investigate the interdependence and interactions that occur within an ecosystem.
E1 Produce writing that reflects increasing proficiency through planning, writing, revising, and editing and that is specific to audience and purpose.
E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect using increasingly complex and abstract thinking.
E5 Complete oral and written presentations that exhibit interaction and consensus within a group.
E6 Explore cultural contributions to the history of the English language and its literature.
E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
E10 Use language and critical thinking strategies to serve as tools for learning.
H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
H2 Describe the impact of science and technology on the historical development of the United States in the global community.
H3 Describe the relationship of people, places, and environments through time.
H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).
H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

21st Century Skills

CS1 Global Awareness
CS2 Financial, Economic, and Business Literacy
CS3 Civic Literacy
CS4 Information and Communication Skills
CS5 Thinking and Problem-Solving Skills
CS6 Interpersonal and Self-Directional Skills

SUGGESTED REFERENCES

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Getchell, L. H., Pippin, G. D., & Varnes, J. *Perspective on health* (Latest ed.). Lexington, MA: D.C. Health and Company.

Merki, Mary B., & Merki, Don. *Health: A guide to wellness* (Latest ed.). New York, NY: Glencoe. (Teacher Text and Teacher Resource Kit)

Pruitt, B.E., Crumpler, Kathy, & Stitch, Deborah. *Health: Skills for wellness* (Latest ed.). New Jersey: Prentice-Hall. (Teacher Text and Teacher Resource Kit)

Student Competency Profile for Family and Individual Health

Student:_____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. This form may be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

As an alternative to the use of this form, you may note competency achievement by attaching a report showing comparable results for each student. Please indicate that you are using this alternative report by checking here. _____

Unit 1: Personal and Consumer Health

_____1. Describe ways to achieve and maintain a healthy lifestyle.
_____2. Explain the relationship between current health decisions and future wellness.
_____3. Recognize the benefits of being a wise consumer.

Unit 2: Mental Health

_____1. Explain how mental health contributes to personality.
_____2. Describe how stress influences mental health.
_____3. Define functional and organic mental disorders, and state controls for each.

Unit 3: Social Health

_____1. Describe how the skills of communication and cooperation are essential for healthy relationships.
_____2. Describe why the family is the basic social unit of society.

Unit 4: Human Growth and Development

_____1. Summarize how genetic traits are passed on from one generation to another.
_____2. Examine health practices to be considered before, during, and after pregnancy.
_____3. Identify physical, mental, and emotional changes that occur from childhood throughout adolescence.
_____4. Examine the aging process from adulthood through death.

Unit 5: Disease Prevention and Control

_____1. Recognize the causes, transfer, and control of common communicable diseases.
_____2. Recognize the ways to prevent HIV infection and STDs.
_____3. State causes, signs, and control of noninfectious diseases.

~~Unit 6: Nutrition and Fitness~~

~~_____1. Make responsible food choices.~~
~~_____2. Discover the importance of fitness.~~

~~Unit 7: Substance Abuse Prevention~~

~~_____1. Analyze the health hazards of tobacco.~~
~~_____2. Analyze the health hazards of alcohol.~~
~~_____3. Analyze the health hazards of drugs.~~
~~_____4. Analyze the health hazards of inhalants.~~
~~_____5. Discuss refusal and intervention skills.~~

~~Unit 8: Community and Environment Health~~

~~_____1. Identify community health-care agencies and their functions.~~
~~_____2. Explain how environment affects people and how people affect the environment.~~

~~Unit 9: Safety and First Aid~~

~~_____1. Discuss promotion of safety and prevention of accidents.~~
~~_____2. Discuss and demonstrate procedures for emergency situations.~~

Child Development
Unit 1: Considerations for Parenthood (7 hours)

Competencies and Suggested Objectives	Suggested Strategies for Competencies
1. Discuss considerations before parenting. a. Determine the importance of abstinence. b. List options for parenthood.	**Teaching:** • Discuss considerations before parenting. • Invite guest speaker to discuss implications of unplanned pregnancy. • Have students research alternative methods of parenting to include foster care, adoption, and medical assistance. • Compile a list of reasons for abstinence. **Assessment:** • Evaluate class participation. • Grade abstinence poster by using rubric in Appendix E. • Give graded project.
2. Analyze the importance of good parenting. a. Determine reasons to plan before parenthood. b. Describe the importance of responsible parenthood.	**Teaching:** • Analyze the importance of good parenting. • Have students list reasons for planned parenthood, and from this list, create a pamphlet describing reasons for planning parenthood. • Have students brainstorm in collaborative groups to determine the responsibilities of parenthood; list responsibilities of good parenting. • Write an essay relating to the poem "Children Learn What They Live" in regards to the responsibilities list. **Assessment:** • Evaluate pamphlet using rubric from Appendix E. • Evaluate written and/or oral reports using rubric from Appendix E. • Give unit test.

STANDARDS

Family and Consumer Science National Standards

FCS4 Integrate knowledge, skills, and practices required for careers in early childhood, education, and services.
FCS15 Analyze factors that impact human growth and development.

Academic Standards

A1 Recognize, classify, and use real numbers and their properties.
A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
A3 Simplify algebraic expressions, solve and graph equations, inequalities, and systems in one and two variables.
A4 Explore and communicate the characteristics and operations of polynomials.
A5 Utilize various formulas in problem-solving situations.
A6 Communicate using the language of algebra.
A7 Interpret and apply slope as a rate of change.
A8 Analyze data, and apply concepts of probability.
B1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
B2 Investigate the biochemical basis of life.
B3 Investigate cell structures, functions, and methods of reproduction.
B4 Investigate the transfer of energy from the sun to living systems.
B5 Investigate the principles, mechanisms, and methodology of classical and molecular genetics.
B6 Investigate the concepts of natural selection as they relate to the diversity of life.
B7 Investigate the interdependence and interactions that occur within an ecosystem.
E1 Produce writing that reflects increasing proficiency through planning, writing, revising, and editing and that is specific to audience and purpose.
E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect using increasingly complex and abstract thinking.
E5 Complete oral and written presentations that exhibit interaction and consensus within a group.
E6 Explore cultural contributions to the history of the English language and its literature.
E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
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H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
H2 Describe the impact of science and technology on the historical development of the United States in the global community.
H3 Describe the relationship of people, places, and environments through time.

H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).

H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

21st Century Skills

CS1 Global Awareness

CS2 Financial, Economic, and Business Literacy

CS3 Civic Literacy

CS4 Information and Communication Skills

CS5 Thinking and Problem-Solving Skills

CS6 Interpersonal and Self-Directional Skills

SUGGESTED REFERENCES

Brisbane, Holly E. *The developing child. Teacher's resource binder* (Latest ed.). Encino, CA: Glencoe Publishing Co.

Brisbane, Holly E. *The developing child teacher's wrap-around edition* (Latest ed.). Encino, CA: Glencoe Publishing Co.

Hildebrand, Verna. *Parenting: Rewards and responsibilities. Teacher's edition* (Latest ed.). Peoria, IL: Glencoe Publishing Co.

Hildebrand, Verna. *Parenting: Rewards and responsibilities. Teacher's classroom resources* (Latest ed.). Peoria, IL: Glencoe Publishing Co.

Child Development
Unit 2: Child Growth and Development (33 hours)

Competencies and Suggested Objectives	Suggested Strategies for Competencies
1. Examine responsibilities of good prenatal care. a. Identify the physical changes that occur during pregnancy. b. Analyze the importance of good prenatal care for the mother and unborn child. c. Discuss the costs associated with prenatal care.	**Teaching:** • Have students prepare a chart illustrating the changes occurring in the mother and the unborn child. • Have students compare the risks and prevention of prenatal problems by researching birth defects. • View a video on birth defects. • Assume the role of the unborn, and write a letter to your mother explaining how to keep you healthy. • Research costs of prenatal care. • Report costs of prenatal care. **Assessment:** • Evaluate chart. • Evaluate essay using rubric from Appendix E. • Evaluate student presentation using rubric from Appendix E. • Give quiz on video.
2. Discuss the physical, emotional, social, and intellectual needs of the infant from birth to one year. a. Demonstrate basic care of physical needs of infants. b. Explore interaction of social and emotional development of an infant. c. Describe an intellectually stimulating environment that includes language and sensorimotor development.	**Teaching:** • Students list and demonstrate the physical care needs of the infant. • Compare and contrast care skills at different ages. • Choose age-appropriate infant toys that will stimulate the intellectual development of a child. • Have students research using the Internet for infant toy safety and selection. Describe laws and dangers of this process. **Assessment:** • Observe student participation. • Evaluate students' reports and/or presentations of information for infant toy safety and selection. • Give quiz on infant care.
3. Discuss meeting physical, emotional, social, and intellectual needs of children from one to three years of age. a. Explain how parents and caregivers can influence physical development	**Teaching:** • Plan or prepare a menu. • Plan activities for toddler self-help. • Create timeline for emotional expression. • Choose toys that utilize fine and large

to include nutrition, play experiences, and self-help skills. b. Explore the ways social and emotional needs interact in development. c. Explain how parents and caregivers can influence stages of intellectual development through methods of learning to include incidental learning, trial and error, and imitation.	motor skills. • Recognize each method of learning. **Assessment:** • Evaluate menu. • Evaluate toy presentation using a rubric from Appendix E. • Observe student participation. • Give unit test.

STANDARDS

Family and Consumer Science National Standards

FCS4 Integrate knowledge, skills, and practices required for careers in early childhood, education, and services.
FCS15 Analyze factors that impact human growth and development.

Academic Standards

A1 Recognize, classify, and use real numbers and their properties.
A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
A3 Simplify algebraic expressions, solve and graph equations, inequalities, and systems in one and two variables.
A4 Explore and communicate the characteristics and operations of polynomials.
A5 Utilize various formulas in problem-solving situations.
A6 Communicate using the language of algebra.
A7 Interpret and apply slope as a rate of change.
A8 Analyze data, and apply concepts of probability.
B1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
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B6 Investigate the concepts of natural selection as they relate to the diversity of life.
B7 Investigate the interdependence and interactions that occur within an ecosystem.
E1 Produce writing that reflects increasing proficiency through planning, writing, revising, and editing and that is specific to audience and purpose.
E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.

E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect using increasingly complex and abstract thinking.
E5 Complete oral and written presentations that exhibit interaction and consensus within a group.
E6 Explore cultural contributions to the history of the English language and its literature.
E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
E10 Use language and critical thinking strategies to serve as tools for learning.
H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
H2 Describe the impact of science and technology on the historical development of the United States in the global community.
H3 Describe the relationship of people, places, and environments through time.
H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).
H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

21st Century Skills

CS1 Global Awareness
CS2 Financial, Economic, and Business Literacy
CS3 Civic Literacy
CS4 Information and Communication Skills
CS5 Thinking and Problem-Solving Skills
CS6 Interpersonal and Self-Directional Skills

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Child Development
Unit 3: Behavior Guidance for Children (10 hours)

Competencies and Suggested Objectives	Suggested Strategies for Competencies
1. Analyze strategies for managing behavior. a. Define and differentiate guidance terms and strategies for managing behavior. b. Illustrate appropriate methods for guiding children's behavior.	**Teaching:** • Define guidance terms. • Role-play guidance situations encouraging positive reinforcement. • Devise a system for rewarding appropriate actions. **Assessment:** • Give quiz on terms. • Evaluate role-plays with rubric form Appendix E.
2. Demonstrate effective ways of dealing with misbehavior. a. Discuss reasons for misbehavior in children. b. Demonstrate how to handle common child misbehavior such as temper tantrums, separation anxiety, sibling conflicts, aggression, and so forth.	**Teaching:** • Brainstorm reasons for misbehavior in children. • Role-play stated behavior, and give suggestions for parents to give positive reinforcement to control the situation. **Assessment:** • Evaluate student participation. • Evaluate role plays with rubric from Appendix E. • Give unit test.

STANDARDS

Family and Consumer Science National Standards

FCS4 Integrate knowledge, skills, and practices required for careers in early childhood, education, and services.
FCS15 Analyze factors that impact human growth and development.

Academic Standards

A1 Recognize, classify, and use real numbers and their properties.
A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
A3 Simplify algebraic expressions, solve and graph equations, inequalities, and systems in one and two variables.
A4 Explore and communicate the characteristics and operations of polynomials.
A5 Utilize various formulas in problem-solving situations.
A6 Communicate using the language of algebra.
A7 Interpret and apply slope as a rate of change.

A8 Analyze data, and apply concepts of probability.
B1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
B2 Investigate the biochemical basis of life.
B3 Investigate cell structures, functions, and methods of reproduction.
B4 Investigate the transfer of energy from the sun to living systems.
B5 Investigate the principles, mechanisms, and methodology of classical and molecular genetics.
B6 Investigate the concepts of natural selection as they relate to the diversity of life.
B7 Investigate the interdependence and interactions that occur within an ecosystem.
E1 Produce writing that reflects increasing proficiency through planning, writing, revising, and editing and that is specific to audience and purpose.
E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect using increasingly complex and abstract thinking.
E5 Complete oral and written presentations that exhibit interaction and consensus within a group.
E6 Explore cultural contributions to the history of the English language and its literature.
E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
E10 Use language and critical thinking strategies to serve as tools for learning.
H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
H2 Describe the impact of science and technology on the historical development of the United States in the global community.
H3 Describe the relationship of people, places, and environments through time.
H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).
H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

21st Century Skills

CS1 Global Awareness
CS2 Financial, Economic, and Business Literacy
CS3 Civic Literacy
CS4 Information and Communication Skills
CS5 Thinking and Problem-Solving Skills

CS6 – Interpersonal and Self-Directional Skills

SUGGESTED REFERENCES

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Child Development
Unit 4: Children with Special Challenges (10 hours)

Competencies and Suggested Objectives	Suggested Strategies for Competencies
1. Determine ways to meet the needs of an exceptional child. a. Describe the needs of children with physical, mental, and emotional disabilities. b. Explain how parents and other caregivers can assist and encourage disabled children.	**Teaching:** • List needs of the physically, mentally, and emotionally challenged child. • View a video. • Write an essay to include how one would feel in that child's situation, and evaluate the needs of the child. **Assessment:** • Give quiz on video. • Evaluate essay for content, and ask English teacher to evaluate for grammar and punctuation; use a rubric from Appendix E for grading.
2. Examine types of child abuse. a. Identify types of child abuse and neglect. b. Summarize factors that may cause and prevent child abuse. c. Discuss child abuse intervention procedures.	**Teaching:** • Categorize the types of child abuse. • Develop a chart on child abuse. • Develop an intervention plan from a case study. **Assessment:** • Quiz on terms. • Evaluate the intervention plan, use rubric from appendix E.
3. Analyze methods of dealing with crises affecting parent-child relationships such as divorce, moving, death, and family crises. a. Construct guidelines for helping children cope with divorce. b. Construct guidelines for helping children cope with moving. c. Construct guidelines for helping children cope with death. d. Construct guidelines for helping children cope with family crises to include illness, loss of job, debts, substance abuse, and so forth.	**Teaching:** • Construct guidelines for coping with crises. • Provide a resource list of children's literature on family crises. **Assessment:** • Give unit test.

STANDARDS

Family and Consumer Science National Standards

FCS4 Integrate knowledge, skills, and practices required for careers in early childhood, education, and services.
FCS15 Analyze factors that impact human growth and development.

Academic Standards

A1 Recognize, classify, and use real numbers and their properties.
A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
A3 Simplify algebraic expressions, solve and graph equations, inequalities, and systems in one and two variables.
A4 Explore and communicate the characteristics and operations of polynomials.
A5 Utilize various formulas in problem-solving situations.
A6 Communicate using the language of algebra.
A7 Interpret and apply slope as a rate of change.
A8 Analyze data, and apply concepts of probability.
B1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
B2 Investigate the biochemical basis of life.
B3 Investigate cell structures, functions, and methods of reproduction.
B4 Investigate the transfer of energy from the sun to living systems.
B5 Investigate the principles, mechanisms, and methodology of classical and molecular genetics.
B6 Investigate the concepts of natural selection as they relate to the diversity of life.
B7 Investigate the interdependence and interactions that occur within an ecosystem.
E1 Produce writing that reflects increasing proficiency through planning, writing, revising, and editing and that is specific to audience and purpose.
E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect using increasingly complex and abstract thinking.
E5 Complete oral and written presentations that exhibit interaction and consensus within a group.
E6 Explore cultural contributions to the history of the English language and its literature.
E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.

E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
E10 Use language and critical thinking strategies to serve as tools for learning.
H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
H2 Describe the impact of science and technology on the historical development of the United States in the global community.
H3 Describe the relationship of people, places, and environments through time.
H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).
H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

21st Century Skills

CS1 Global Awareness
CS2 Financial, Economic, and Business Literacy
CS3 Civic Literacy
CS4 Information and Communication Skills
CS5 Thinking and Problem-Solving Skills
CS6 Interpersonal and Self-Directional Skills

SUGGESTED REFERENCES

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Brisbane, Holly E. *The developing child teacher's wrap-around edition* (Latest ed.). Encino, CA: Glencoe Publishing Co.

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Child Development
Unit 5: Career Opportunities in Child Development (7 hours)

Competencies and Suggested Objectives	Suggested Strategies for Competencies
1. Discuss professional organization credentialing and state licensure. a. Identify professional organizations in the child care industry. b. Discuss credentials required for positions in the child care industry. c. Identify licensure requirements for Mississippi.	**Teaching:** • List professional organization credentialing and state licensure. • Invite a guest speaker from the child care industry. • Discuss credentials of child care professionals. • Understand licensure and the application process. **Assessment:** • Evaluate student participation. • Grade guest speaker evaluation using form from Appendix E.
2. Explore career and job opportunities in the field of child development. a. Identify competencies needed by caregiver personnel to include positive work habits and attitudes, good management skills, good communication skills, leadership skills, ethical behavior, and emotional maturity. b. Describe how student leadership activities relate to careers.	**Teaching:** • Have the student explore career and job opportunities using Choices software and present orally to class. In the role of an employer, have the student compile an individual checklist on competencies necessary for child care personnel and rate his or her own performance as an employee. • Chart leadership skills developed in a student organization to those required in a career. **Assessment:** • Evaluate oral presentation by using rubric from Appendix E. • Assess FCCLA integration. • Evaluate chart using rubric from Appendix E.

STANDARDS

Family and Consumer Science National Standards

FCS1 Integrate multiple life roles and responsibilities in family, work, and community settings.
FCS4 Integrate knowledge, skills, and practices required for careers in early childhood, education, and services.
FCS5 Integrate knowledge, skills, and practices required for careers in facilities management and maintenance.
FCS15 Analyze factors that impact human growth and development.

Academic Standards

A1 Recognize, classify, and use real numbers and their properties.
A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
A3 Simplify algebraic expressions, solve and graph equations, inequalities, and systems in one and two variables.
A4 Explore and communicate the characteristics and operations of polynomials.
A5 Utilize various formulas in problem-solving situations.
A6 Communicate using the language of algebra.
A7 Interpret and apply slope as a rate of change.
A8 Analyze data, and apply concepts of probability.
B1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
B2 Investigate the biochemical basis of life.
B3 Investigate cell structures, functions, and methods of reproduction.
B4 Investigate the transfer of energy from the sun to living systems.
B5 Investigate the principles, mechanisms, and methodology of classical and molecular genetics.
B6 Investigate the concepts of natural selection as they relate to the diversity of life.
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E1 Produce writing that reflects increasing proficiency through planning, writing, revising, and editing and that is specific to audience and purpose.
E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
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E6 Explore cultural contributions to the history of the English language and its literature.
E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
E10 Use language and critical thinking strategies to serve as tools for learning.
H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
H2 Describe the impact of science and technology on the historical development of the United States in the global community.
H3 Describe the relationship of people, places, and environments through time.

H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).

H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

21st Century Skills

CS1 Global Awareness
CS2 Financial, Economic, and Business Literacy
CS3 Civic Literacy
CS4 Information and Communication Skills
CS5 Thinking and Problem-Solving Skills
CS6 Interpersonal and Self-Directional Skills

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Student Competency Profile for Child Development

Student:_____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. This form may be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

As an alternative to the use of this form, you may note competency achievement by attaching a report showing comparable results for each student. Please indicate that you are using this alternative report by checking here. _____

Unit 1: Considerations for Parenthood

_____1. Discuss considerations before parenting.
_____2. Analyze the importance of good parenting.

Unit 2: Child Growth and Development

_____1. Examine responsibilities of good prenatal care.
_____2. Discuss the physical, emotional, social, and intellectual needs of the infant from birth to one year.
_____3. Discuss meeting physical, emotional, social, and intellectual needs of children from one to three years of age.

Unit 3: Behavior Guidance for Children

_____1. Analyze strategies for managing behavior.
_____2. Demonstrate effective ways of dealing with misbehavior.

Unit 4: Children with Special Challenges

_____1. Determine ways to meet the needs of an exceptional child.
_____2. Examine types of child abuse.
_____3. Analyze methods of dealing with crises affecting parent-child relationships such as divorce, moving, death, and family crises.

Unit 5: Career Opportunities in Child Development

_____1. Discuss professional organization credentialing and state licensure.
_____2. Explore career and job opportunities in the field of child development.

Nutrition and Wellness
Unit 1: Nutrition (10 hours)

Competencies and Suggested Objectives	Suggested Strategies for Competencies
1. Explain the connection between nutrition and wellness. a. Define nutrition and wellness. b. Discover how healthy food choices influence wellness.	**Teaching:** • Have students discuss how nutrition and wellness are related. • Research and report healthy food choices and how they affect one's total health using the Internet, newspaper, magazines, and journals. **Assessment:** • Evaluate student participation. • Evaluate the report using a rubric from Appendix E.
2. Describe the classes and types of nutrients. a. Identify the six major classes of nutrients. b. Distinguish between organic and inorganic nutrients. c. Identify food sources for each class of nutrients. d. Distinguish between fat soluble and water soluble vitamins. e. Describe the proper use of non-food sources of nutrients. f. Distinguish between saturated and unsaturated fatty acids.	**Teaching:** • Describe the major classes and types of nutrients. • Provide information on the six major classes of nutrients. Have students complete an activity (puzzle, word search, etc.) related to these six classes. • Define organic and inorganic compounds using transparencies or illustrations. Have students build molecular models of organic and inorganic materials. Provide examples of specific organic and inorganic nutrients. • Provide information on foods that are sources of the different classes of nutrients. Have students build a collage showing food sources of the major classes. • Identify the fat and water soluble vitamins, and explain the basic differences in the two. • Have students bring examples of different non-food nutrient supplements (vitamin and mineral supplements, herbs, condiments, spices, etc.) and explain their uses. • Prepare models of saturated and unsaturated fatty acid molecules, and discuss the physical qualities of both types. Have students examine examples of sources of both. **Assessment:** • Have students describe foods you eat that

	have the major classes and types of nutrients in them. • Assess student completion of assigned activity. • Evaluate participation in building molecular models or organic and inorganic nutrients. • Grade student collages of food sources of major nutrient classes. • Evaluate participation in class discussion on fat and water soluble vitamins. • Evaluate participation in class assignment on non-food nutrient supplements. • Evaluate participation in building models of saturated and unsaturated fatty acid molecules and class discussion.
3. Describe the various functions of the six classes of nutrients. a. Identify the functions of carbohydrates in the body. b. Identify the functions of fats in the body. c. Identify the functions of proteins in the body. d. Identify the functions of water in the body. e. Identify the functions of vitamins in the body. f. Identify the functions of minerals in the body.	**Teaching:** • Describe the various functions of the six classes of nutrients. • Have students research current background information on the functions of the different nutrients in the body and prepare an oral or written report. After students have delivered their reports, conduct a class discussion to sum up, and make sure that all important concepts have been covered. This could include competitive team events to develop interest and motivation. **Assessment:** • Evaluate reports using a rubric from Appendix E.
4. Explain the processes of digestion, absorption, and metabolism. a. Identify the organs involved in digestion. b. Describe the stages of digestion. c. Explain the process of absorption.	**Teaching:** • Explain the processes of digestion, absorption, and metabolism. • Use life-size model of the digestive system or other illustrations to identify the organs. • Explain and illustrate the passage of food through the body, explaining the chemical and physical processes that take place at each stage of digestion. • Discuss and illustrate the process of absorption of food from the digestive system into the bloodstream. **Assessment:** • Evaluate participation in class discussion.

	• Give unit test.

STANDARDS

Family and Consumer Science National Standards

FCS14 Demonstrate nutrition and wellness practices that enhance individual and family well-being.

Academic Standards

A1 Recognize, classify, and use real numbers and their properties.
A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
A3 Simplify algebraic expressions, solve and graph equations, inequalities, and systems in one and two variables.
A4 Explore and communicate the characteristics and operations of polynomials.
A5 Utilize various formulas in problem-solving situations.
A6 Communicate using the language of algebra.
A7 Interpret and apply slope as a rate of change.
A8 Analyze data, and apply concepts of probability.
B1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
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H3 Describe the relationship of people, places, and environments through time.
H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).
H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

21st Century Skills

CS1 Global Awareness
CS2 Financial, Economic, and Business Literacy
CS3 Civic Literacy
CS4 Information and Communication Skills
CS5 Thinking and Problem-Solving Skills
CS6 Interpersonal and Self-Directional Skills

SUGGESTED REFERENCES

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Nutrition and Wellness
Unit 2: Exercise and Diet (14 hours)

Competencies and Suggested Objectives	Suggested Strategies for Competencies
1. Understand the role of energy in well-being and performance. a. Determine energy needs to maintain optimal health. b. Explain factors that increase or decrease energy usage by the body.	**Teaching:** • Understand the role of energy in well-being and performance. • Have students calculate their personal energy needs. • Discuss the factors that increase or decrease energy needs. • Create a physical activity program (workout) for different age levels. • Create an exercise log for three days or more. • Use pedometers – walking by mile/points. **Assessment:** • Evaluate physical activity programs and exercise logs created by students.
2. Describe the effects of body weight on overall wellness. a. Define terms related to body weight including ideal body weight, overweight, obesity, and underweight. b. Analyze factors that affect body weight including physical, emotional, psychological, and hereditary factors. c. Research the risks associated with weight problems.	**Teaching:** • Have the students evaluate their own weight as related to their bodies' bone structure, age, and height. • Have students brainstorm and evaluate the factors that affect body weight and identify ways that these factors can be controlled or managed. • Invite a registered dietician to speak on the risks associated with weight problems including obesity and underweight. **Assessment:** • Evaluate completion of activity/assignment on weight as it relates to bone structure, age, and height. • Evaluate participation in brainstorming session on factors that affect body weight. • Grade report on the risks involved with weight problems by using the rubric in Appendix E.
3. Evaluate methods of weight control. a. Discuss the roles of diet and physical activity as keys to weight control. b. Determine whether a weight loss or weight gain program is nutritionally sound and effective. c. Discuss the effectiveness of various	**Teaching:** • Have students discuss how caloric intake and physical activity are keys to weight control. Have students use nutrition software to track their intake and estimate how many calories they have burned during the same time period.

medications in weight control.	• Discuss the facts and fallacies of diet plans. Have students collect different diets and analyze the nutritional validity of each diet. Analyze scenarios for reaching a weight goal within a specific time frame. • Identify and discuss different types of medications that are sometimes used for weight control. Discuss the benefits and risks associated with each type. (An outside speaker would be excellent for this.) **Assessment:** • Evaluate participation in class discussion and completion of assignment using software to calculate caloric intake. • Grade on written evaluations of nutritional validity of various diets. • Evaluate participation in class discussion on various medications used for weight control.
4. Understand malnutrition and its effect on wellness. a. Explain the consequences of malnutrition at different stages of growth and development. b. Define the common types of eating disorders. c. Discuss nutritional problems common to adolescents.	**Teaching:** • Describe the different types of malnutrition, and illustrate through the use of pictures, x-rays, charts, and so forth how undernutrition affects growth and development. • Discuss information found on the Internet on eating disorders. Invite a counselor to speak to the class on eating disorders and treatment. • Identify nutritional problems common to adolescents such as poor nutritional patterns, skipping meals, fast food addiction, and so forth. Have students evaluate their eating patterns over the past week and set goals for healthier eating. **Assessment:** • Evaluate participation in class discussion on malnutrition. • Evaluate summary of Internet information or resource person presentations on eating disorders by using the rubric in Appendix D. • Assess students' eating habits. • Give unit test.

5. Describe the concept of personal fitness. a. Explain terms related to personal fitness including health, wellness, functional health, physically active lifestyle, and sedentary lifestyle. b. Explain the difference between exercise and physical fitness. c. Discuss attitudes and beliefs about physical fitness including lack of time, poor physical condition, high percentage of body fat, unrealistic physical fitness goals or expectations, lack of knowledge about physical fitness, and negative experiences with physical activity.	**Teaching:** • Define the terms related to personal fitness. Have students brainstorm ways to add more physical activity to their daily lives. • Discuss why being a couch potato can be dangerous to students' health. Have students work in groups to define physical fitness. Have each group read its definition to the class. • Analyze reasons students may have problems reaching consensus when factors such as age, gender, weight, and heredity are considered. • Identify negative attitudes or beliefs about physical activity, exercise, and fitness programs. Ask students where their negative attitudes evolved, how many of these negative attitudes they have, and how these could be turned into positive attitudes. • Create thinking maps to review personal fitness attitudes. **Assessment:** • Grade student participation in group activity by using the rubric in Appendix E. • Evaluate thinking maps.
6. List health risk factors and their effect on personal fitness. a. Identify health risk factors including age, heredity, gender, smoking, hypertension, high blood cholesterol, diabetes, hypokinetic lifestyle, stress, and obesity. b. Evaluate the risk factors associated with various lifestyle diseases such as cardiovascular disease, hypertension, cancer, and diabetes. c. Discuss problems associated with smoking including cardiovascular disease, lung cancer, throat and mouth cancer, birth defects, hypertension, chronic bronchitis, shorter life span, and premature wrinkling of the skin.	**Teaching:** • Identify why each one is considered to be a risk. Have students compare and contrast characteristics of a person who is low risk and one who is high risk. • Have students identify the diseases commonly associated with a hypokinetic lifestyle such as cardiovascular disease, hypertension, osteoporosis, obesity, high blood cholesterol, and so forth. • Recognize problems associated with smoking. Have students find and read a recent article about cigarette smoking and make an oral report to the class. **Assessment:** • Have students discuss health risk factors and their effect on personal fitness. • Give a daily grade on participation in discussion and activity on personal fitness.

	• Assess participation in class discussion on diseases associated with a hypokinetic lifestyle. • Grade oral report on smoking research article using a rubric in Appendix D.
7. Understand the role of exercise in maintaining a lifelong program of physical fitness. a. Explain how obtaining or maintaining physical fitness can benefit each of the following: physical appearance, self-esteem, stress, academic performance, life expectancy, and health care costs. b. Discuss the suitability of various safe physical activities for different stages of the life cycle. c. List reasons for having a medical examination before beginning a personal fitness program. d. Evaluate current level of physical activity as related to overall health and well-being. e. Demonstrate the use of selected physical exercise equipment.	**Teaching:** • Have students brainstorm a list of reasons about how physical fitness can improve physical appearance, self-esteem, stress, academic performance, life expectancy, and health care costs. • Demonstrate different physical activities, and relate them to different stages of the life cycle. Have students prepare a plan for physical activity for people of different ages. • List reasons for having a medical checkup before beginning an exercise program or a school-related sports activity. • Have students prepare a listing of daily activities and identify those activities that promote overall health and well-being. • Have students demonstrate the use of selected physical exercise equipment such as a treadmill, an exercise bicycle, an aerobic step, jump ropes, weights, exercise mats, and so forth. **Assessment:** • Assess student participation in class discussion and activity.
8. Discuss the concepts of body composition in relation to personal fitness. a. Identify the concepts of body type and body composition. b. Compare the relationship between body composition and the risk of developing chronic diseases in adults. c. Describe the use of body composition evaluations including height/weight chart, body circumference, skinfold, and medical/laboratory methods.	**Teaching:** • List body types and composition and how they can be related to genetic background. • Compare and contrast why being 20 pounds lighter or heavier than normal may make students a high risk for developing a chronic disease later in life. Have students write a one- to two-page report on a specific chronic disease that is associated with being too lean or too overweight. • Have students use height/weight charts, assess body circumference, and use skinfold calipers to evaluate their body composition. Ask students which method they think is most accurate and why they feel this way.

	Assessment: • Assess participation in class discussion. • Grade on report of developing a chronic disease by using a rubric in Appendix D. • Assess participation in discussion and measurement activity on body composition evaluation.

STANDARDS

Family and Consumer Science National Standards

FCS14 Demonstrate nutrition and wellness practices that enhance individual and family well-being.

Academic Standards

A1 Recognize, classify, and use real numbers and their properties.
A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
A3 Simplify algebraic expressions, solve and graph equations, inequalities, and systems in one and two variables.
A4 Explore and communicate the characteristics and operations of polynomials.
A5 Utilize various formulas in problem-solving situations.
A6 Communicate using the language of algebra.
A7 Interpret and apply slope as a rate of change.
A8 Analyze data, and apply concepts of probability.
B1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
B2 Investigate the biochemical basis of life.
B3 Investigate cell structures, functions, and methods of reproduction.
B4 Investigate the transfer of energy from the sun to living systems.
B5 Investigate the principles, mechanisms, and methodology of classical and molecular genetics.
B6 Investigate the concepts of natural selection as they relate to the diversity of life.
B7 Investigate the interdependence and interactions that occur within an ecosystem.
E1 Produce writing that reflects increasing proficiency through planning, writing, revising, and editing and that is specific to audience and purpose.
E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect using increasingly complex and abstract thinking.

E5 Complete oral and written presentations that exhibit interaction and consensus within a group.
E6 Explore cultural contributions to the history of the English language and its literature.
E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
E10 Use language and critical thinking strategies to serve as tools for learning.
H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
H2 Describe the impact of science and technology on the historical development of the United States in the global community.
H3 Describe the relationship of people, places, and environments through time.
H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).
H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

21st Century Skills

CS1 Global Awareness
CS2 Financial, Economic, and Business Literacy
CS3 Civic Literacy
CS4 Information and Communication Skills
CS5 Thinking and Problem-Solving Skills
CS6 Interpersonal and Self-Directional Skills

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Nutrition and Wellness
Unit 3: Healthy Food Choices (12 hours)

Competencies and Suggested Objectives	Suggested Strategies for Competencies
1. Plan menus for individual and groups. a. Explain the Food Pyramid. b. Analyze existing menus for nutrition and acceptability. c. Identify the factors to consider when planning menus for individuals and groups. d. Develop menus for individuals and groups considering various factors. e. Demonstrate appropriate portion size of each food pyramid group.	**Teaching:** • Plan menus for individual and groups. • Identify the different colors found in the Food Pyramid. Have students explore the Food Pyramid Web site to evaluate meals and food intake. • Illustrate to students appropriate portion sizes from each food pyramid group. • Provide students with examples of menus and characteristics of persons to be served. Have students analyze the nutritional content of the meal and critique its acceptability for the group using computer software. • Differentiate factors that should be considered in planning menus such as demographic of the people to be served facility, staff, and equipment considerations, financial considerations, and food and nutritional characteristics. Provide scenarios that allow students to discuss how these factors would affect the menu for a meal. • Provide the students with a case study, and have the students develop a menu to meet the characteristics of an individual or group. **Assessment:** • Evaluate Food Pyramid exploration. • Evaluate menu planning assignment. • Score special needs menus.
2. Apply acceptable food purchasing guidelines. a. Identify the steps to follow when purchasing food. b. Compare costs, services, and other factors among different types of food stores including grocery stores, convenience stores, food co-ops, warehouses, specialty stores, and government distribution agencies. c. Critique food labels for nutritional	**Teaching:** • List different factors to consider in purchasing groceries including making a list, dealing with store layouts, making cost comparisons, reading labels, and so forth. Have students develop a plan for food purchasing. Tour a local grocery store to reinforce discussion, or invite a store manager to speak to the class. • Discuss the costs, services, and other factors to consider in selecting a store for

content. d. Apply basic math skills to compute cost of food per serving. e. Compare the costs and acceptability of commercially prepared foods versus home prepared foods. f. Discuss the government agencies responsible for assuring safety of the food supply.	purchasing food. Provide students with a list of basic items, and have them research the cost of each item and services provided by several different sources and prepare a chart displaying their findings. • Have students collect and analyze food labels for nutritional content. • Have students calculate the total cost of a meal. • Have students compare the costs and acceptability of pre-prepared foods and self-prepared foods. • Explain the various state and federal agencies that are responsible for the safety of the nation's food supply. Have students research and report on what each agency is responsible for. **Assessment:** • Evaluate the students plan for food purchasing. • Evaluate the comparison of costs and services of different food sources. • Grade project on food labels. • Give assignment to calculate the cost of a meal. • Rate pre-prepared foods to self-prepared foods. • Give research assignment to explain the role of each state and federal agency in maintaining a safe food supply.

STANDARDS

Family and Consumer Science National Standards

FCS14 Demonstrate nutrition and wellness practices that enhance individual and family well-being.

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21st Century Skills

CS1 Global Awareness

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CS3 – Civic Literacy
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Nutrition and Wellness
Unit 4: Meal Preparation (23 hours)

Competencies and Suggested Objectives	Suggested Strategies for Competencies
1. Identify food preparation tools and equipment and their use. a. Describe food preparation tools and equipment. b. Demonstrate the use of food preparation tools and equipment.	**Teaching:** • Have students draw and define different tools/equipment in their notebooks/computers. • Have students demonstrate the use of food preparation tools and equipment. **Assessment:** • Evaluate student participation. • Evaluate demonstration.
2. Demonstrate the proper procedures for measuring ingredients. a. Apply proper procedures for measuring ingredients. b. Apply basic math skills in calculating conversions of measurements to equivalents.	**Teaching:** • Demonstrate the proper procedures for measuring ingredients. • Discuss and demonstrate the procedures for measuring dry ingredients. Have the students practice the procedures. • Discuss and demonstrate the procedures for measuring liquid ingredients. Have the students practice the procedures. • Discuss and demonstrate the procedures for measuring moist and solid ingredients. Have the students practice the procedures. • Demonstrate mathematical procedures for calculating conversion of measurements to equivalents. Have students practice the procedures. **Assessment:** • Evaluate student demonstration of the proper procedures for measuring ingredients. • Give test.
3. Evaluate procedures that preserve nutritional quality and safety during food preparation. a. Identify major bacteria, viruses, and molds that cause food-borne illnesses. b. Describe how bacteria, viruses, and molds make food unsafe. c. Discuss steps to follow in handling and storing foods to protect nutritional quality and food safety.	**Teaching:** • Discuss bacteria, viruses, and molds and their relationship to food-borne illness. Have students research different illnesses and describe how they are spread and can be prevented. Have students culture some molds or bacteria and examine under a microscope. • Share case studies dealing with food-borne illnesses that occurred from improper food safety and sanitation practices. • Discuss and demonstrate guidelines for

	handling and storing different types of foods. Have students complete a worksheet describing how to store different types of foods. **Assessment:** • Give student assignment. • Evaluate the student report by using a rubric from Appendix E. • Give student worksheet.
4. Prepare and critique food products. a. Interpret recipe terminology and the importance of preparation. b. Prepare and/or critique food products using regular and low fat recipes. c. Prepare and/or critique food products using two or more cooking methods. d. Prepare and/or critique food products comparing convenience versus scratch methods.	**Teaching:** • Prepare and critique food products. • Discuss the steps involved in food product preparation including basic terminology, safety, gathering equipment and ingredients, recipes, and sanitation. • Have students prepare their food product(s) using selected regular and low fat recipes. • Critique the low fat and regular fat food products using a taste panel checklist. • Demonstrate various cooking methods including use of the microwave, convection oven, and conventional (thermal) oven to prepare selected food product(s). • Discuss advantages and disadvantages of convenience and scratch food preparation methods. Have students prepare and critique selected food product(s). • Critique food products using a taste panel checklist. **Assessment:** • Observe students. • Observe student participation in preparation of activity. • Grade on food taste panel.
5. Demonstrate proper social etiquette to include multicultural situations. a. Discuss table service to include formal and informal service. b. Demonstrate basic table setting techniques. c. Demonstrate proper table manners.	**Teaching:** • Demonstrate proper social etiquette to include multicultural situations. • Illustrate table service to include formal and informal service. • Demonstrate and apply basic table setting techniques. • Demonstrate proper table manners. **Assessment:** • Observe tudent participation in exercise.

	• Observe student demonstration. • Give unit test.

STANDARDS

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CS3 Civic Literacy
CS4 Information and Communication Skills
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Nutrition and Wellness
Unit 5: Careers in Nutrition and Wellness Industry (5 hours)

Competencies and Suggested Objectives	Suggested Strategies for Competencies
1. Review occupational and leadership opportunities in foods and nutrition. a. Investigate career opportunities in the nutrition and wellness areas. b. Describe leadership opportunities available from student youth organizations in the school and community.	**Teaching:** • Review occupational and leadership opportunities in nutrition and wellness areas. • Research (Internet and/or books) career opportunities in the nutrition and wellness areas. • Research leadership opportunities with the school and community including Future Career and Community Leaders of America (FCCLA). • Have the students prepare a list of questions they would like answered about the career and technology classes. After visiting the classes, the student should reflect in a journal about the tour. **Assessment:** • Observe student participation. • Visit and observe career and technology classes at local centers. • Evaluate the student journal using a rubric in Appendix E. • Give unit test.

STANDARDS

Family and Consumer Science National Standards

FCS14 Demonstrate nutrition and wellness practices that enhance individual and family well-being.

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A5 Utilize various formulas in problem-solving situations.
A6 Communicate using the language of algebra.

A7 Interpret and apply slope as a rate of change.
A8 Analyze data, and apply concepts of probability.
B1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
B2 Investigate the biochemical basis of life.
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B4 Investigate the transfer of energy from the sun to living systems.
B5 Investigate the principles, mechanisms, and methodology of classical and molecular genetics.
B6 Investigate the concepts of natural selection as they relate to the diversity of life.
B7 Investigate the interdependence and interactions that occur within an ecosystem.
E1 Produce writing that reflects increasing proficiency through planning, writing, revising, and editing and that is specific to audience and purpose.
E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
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E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
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H3 Describe the relationship of people, places, and environments through time.
H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).
H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

21st Century Skills

CS1 Global Awareness
CS2 Financial, Economic, and Business Literacy
CS3 Civic Literacy
CS4 Information and Communication Skills

CS5 – Thinking and Problem-Solving Skills
CS6 – Interpersonal and Self-Directional Skills

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Student Competency Profile for Nutrition and Wellness

Student:_____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. This form may be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

As an alternative to the use of this form, you may note competency achievement by attaching a report showing comparable results for each student. Please indicate that you are using this alternative report by checking here. _____

Unit 1: Nutrition

_____1. Explain the connection between nutrition and wellness.
_____2. Describe the classes and types of nutrients.
_____3. Describe the various functions of the six classes of nutrients.
_____4. Explain the processes of digestion, absorption, and metabolism.

Unit 2: Exercise and Diet

_____1. Understand the role of energy in well-being and performance.
_____2. Describe the effects of body weight on overall wellness.
_____3. Evaluate methods of weight control.
_____4. Understand malnutrition and its effect on wellness.
_____5. Describe the concept of personal fitness.
_____6. List health risk factors and their effect on personal fitness.
_____7. Understand the role of exercise in maintaining a lifelong program of physical fitness.
_____8. Discuss the concepts of body composition in relation to personal fitness.

Unit 3: Healthy Food Choices

_____1. Plan menus for individual and groups.
_____2. Apply acceptable food purchasing guidelines.

Unit 4: Meal Preparation

_____1. Identify food preparation tools and equipment and their use.
_____2. Demonstrate the proper procedures for measuring ingredients.
_____3. Evaluate procedures that preserve nutritional quality and safety during food preparation.
_____4. Prepare and critique food products.
_____5. Demonstrate proper social etiquette to include multicultural situations.

~~Unit 5: Careers in Nutrition and Wellness Industry~~

~~_____1. Review occupational and leadership opportunities in foods and nutrition.~~

Personal Development
Unit 1: Discovering Who You Are (17 hours)

Competencies and Suggested Objectives	Suggested Strategies for Competencies
1. Explore personality development in relation to one's self and others. a. Identify forces that shape personality development including personality traits, heredity, and environment. b. Explain how self-concept influences a person's relationship with others. c. Explain how self-esteem influences and enhances behavior. d. Demonstrate ways to improve self-esteem.	**Teaching:** • Discuss forces that shape personality development. Have students complete a survey sheet related to identifying these forces. • Brainstorm, using inspiration software, or role-play a situation where self-concept affects interactions with others. • Have students write a script for a puppet show that includes dialog that reflects the self-esteem of the characters showing their needs for identity, purpose, and self-worth. • Have students keep a daily journal recording events in which they have experienced success. Have students share events from their journals with each other and compliment each other on their accomplishments. **Assessment:** • Evaluate the completion of the survey sheet (pass-fail). • Evaluate participation in the role-play or brainstorming session (pass-fail) by using a rubric in Appendix E. • Have students evaluate the content of their different skits by using a rubric in Appendix E. • Evaluate the daily journals for completeness of entries, proper grammar, and organization by using a rubric in Appendix E.
2. Identify personal traits that build character. a. Describe positive character traits such as honesty, self-discipline, responsibility, compassion, motivation, perseverance, and so forth. b. Explain how a person's character is revealed by his or her behavior. c. Identify a list of responsibilities that helps teens to become responsible	**Teaching:** • Identify personal traits that build character. • View videos on integrity and leadership. Have small groups of students research a different positive character trait and share their findings with the class. • Using a case study or scenario, identify ways in which a person's character is revealed through his or her behavior. • View video on responsibility. Have students compile a list of responsibilities

adults. d. Evaluate personal traits.	that help teens learn to become responsible adults such as doing family/school tasks (mow the lawn, do homework), taking responsibility for their conduct, volunteering to help a community organization, and so forth. • Use a checklist or survey about personality to have students evaluate their own personal traits and to determine their strengths and weaknesses. **Assessment:** • Evaluate the students sharing session with the class. • Have students read or observe the case study or scenario and complete a list identifying ways in which the person's character is revealed through his or her behavior. Evaluate by using a rubric in Appendix E. • Evaluate participation in class discussion and activity. • Evaluate the completeness of the student's responses on the survey. • Give a summative unit test that will be used to assess overall mastery of the competencies and suggested objectives in this unit.

STANDARDS

Family and Consumer Science National Standards

FCS12 Analyze factors that impact human growth and development.
FCS13 Demonstrate respectful and caring relationships in the family, workplace, and community.

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CS3 Civic Literacy

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Personal Development
Unit 2: Personal Design Choices (20 hours)

Competencies and Suggested Objectives	Suggested Strategies for Competencies
1. Express personal clothing styles. a. Explore influences on clothing choices. b. Understand appropriate dress for specific roles and occasions. c. Discuss factors to consider when evaluating your wardrobe. d. Define and list accessories.	**Teaching:** • Have students inventory personal wardrobe. • Differentiate between fads and classics. • Create a poster or collage of clothing choices for different occasions (date, prom, religious occasions). • Show and tell a favorite accessory. **Assessment:** • Evaluate poster using a rubric in Appendix E. • Observe student participation.
2. Describe elements and principles of design. a. Understand color terminology. b. Select flattering clothing by applying the elements and principles of design. c. Give guidelines for shopping responsibly.	**Teaching:** • Create a color wheel. • Illustrate color schemes by finding pictures using the Internet or magazines/journals. • Analyze personal body type. • Invite a guest speaker to class (personal shopper, department store buyer, cosmetic representative, or cosmetologist). • Design or follow a clothing budget for a special occasion. **Assessment:** • Evaluate poster using a rubric in Appendix E. • Evaluate color scheme rubric. • Evaluate by using the guest speaker form in Appendix E. • Give test. • Assign graded project.
3. Explain the importance of proper clothing care. a. Interpret a fabric care label. b. Determine care methods for clothing. c. List options for recycling unwanted clothes and expanding your wardrobe.	**Teaching:** • List items that need to be hand washed, machine washed, or dry cleaned. • Group clothing by color, water temperature, or cleanser. • Identify stain removal methods. • Demonstrate basic clothing repair: sewing on a button, patching, and hemming. **Assessment:** • Evaluate poster using a rubric in Appendix E. • Evaluate by using the guest speaker form

	in Appendix D. • Assign graded project.
4. Apply the principles of design to a room. a. Design a living space. b. Review home furnishing styles and time periods. c. Furnish a living space to include storage options.	**Teaching:** • Draw a floor plan (room) to scale • Collect pictures of furniture samples. • Arrange furniture using templates. • Illustrate room and furniture care. • Field trip to furniture company, store, or manufacturer, antique store. • Guest speakers (interior designer, furniture company representative). **Assessment:** • Evaluate floor plan by using a rubric in appendix E. • Evaluate by using the Guest speaker form in appendix E.

*Involve art teachers (team teach).

STANDARDS

Family and Consumer Science National Standards

FCS11 Integrate knowledge, skills, and practices required for careers in housing, interiors, and furnishings.
FCS16 Integrate knowledge, skills, and practices required for careers in textiles and apparel.

Academic Standards

A1 Recognize, classify, and use real numbers and their properties.
A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
A3 Simplify algebraic expressions, solve and graph equations, inequalities, and systems in one and two variables.
A4 Explore and communicate the characteristics and operations of polynomials.
A5 Utilize various formulas in problem-solving situations.
A6 Communicate using the language of algebra.
A7 Interpret and apply slope as a rate of change.
A8 Analyze data, and apply concepts of probability.
B1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
B2 Investigate the biochemical basis of life.
B3 Investigate cell structures, functions, and methods of reproduction.
B4 Investigate the transfer of energy from the sun to living systems.

B5 Investigate the principles, mechanisms, and methodology of classical and molecular genetics.
B6 Investigate the concepts of natural selection as they relate to the diversity of life.
B7 Investigate the interdependence and interactions that occur within an ecosystem.
E1 Produce writing that reflects increasing proficiency through planning, writing, revising, and editing and that is specific to audience and purpose.
E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect using increasingly complex and abstract thinking.
E5 Complete oral and written presentations that exhibit interaction and consensus within a group.
E6 Explore cultural contributions to the history of the English language and its literature.
E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
E10 Use language and critical thinking strategies to serve as tools for learning.
H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
H2 Describe the impact of science and technology on the historical development of the United States in the global community.
H3 Describe the relationship of people, places, and environments through time.
H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).
H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

21st Century Skills

CS1 Global Awareness
CS2 Financial, Economic, and Business Literacy
CS3 Civic Literacy
CS4 Information and Communication Skills
CS5 Thinking and Problem-Solving Skills
CS6 Interpersonal and Self-Directional Skills

SUGGESTED REFERENCES

Couch, S., Felstehausen, G, & Clark, P. *Creative living skills* (Latest ed.). Glencoe.

International Fabricare Institute. (2007). Retrieved November 12, 2007, from www.ifi.org.

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Sasse, C. R. *Families today* (Latest ed.). Glencoe.

Personal Development
Unit 3: Making Healthy Choices (20 hours)

Competencies and Suggested Objectives	Suggested Strategies for Competencies
1. Identify the three parts of wellness: physical, social, and emotional. a. Describe physical, emotional, and social needs of food. b. List personal and social influences on food choices. c. Identify eating disorders and effects on personal food choices. d. List positive weight management options.	**Teaching:** • Differentiate between wanting and needing food. • Demonstrate how to use *mypyramid* when making daily food selections. • Apply and illustrate the dietary guidelines to personal food choices. • Watch videos. • Research and create a poster on eating disorders. • Create a thinking map to explain the weight management options. **Assessment:** • Assign graded project. • Evaluate poster using a rubric in Appendix E. • Observe student participation.
2. Discuss ways to promote physical and emotional health. a. Define the importance of physical activity. b. Propose strategies for managing stress.	**Teaching:** • Have students participate in a physical activity. • Illustrate stress relieving techniques. • Invite a guest speaker to class. • Use pedometers. **Assessment:** • Assign graded project. • Observe student participation. • Evaluate by using the guest speaker form in Appendix E. • Give test.

STANDARDS

Family and Consumer Science National Standards

FCS14 Demonstrate nutrition and wellness practices that enhance individual and family well-being.

Academic Standards

A1 Recognize, classify, and use real numbers and their properties.

A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
A3 Simplify algebraic expressions, solve and graph equations, inequalities, and systems in one and two variables.
A4 Explore and communicate the characteristics and operations of polynomials.
A5 Utilize various formulas in problem-solving situations.
A6 Communicate using the language of algebra.
A7 Interpret and apply slope as a rate of change.
A8 Analyze data, and apply concepts of probability.
B1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
B2 Investigate the biochemical basis of life.
B3 Investigate cell structures, functions, and methods of reproduction.
B4 Investigate the transfer of energy from the sun to living systems.
B5 Investigate the principles, mechanisms, and methodology of classical and molecular genetics.
B6 Investigate the concepts of natural selection as they relate to the diversity of life.
B7 Investigate the interdependence and interactions that occur within an ecosystem.
E1 Produce writing that reflects increasing proficiency through planning, writing, revising, and editing and that is specific to audience and purpose.
E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect using increasingly complex and abstract thinking.
E5 Complete oral and written presentations that exhibit interaction and consensus within a group.
E6 Explore cultural contributions to the history of the English language and its literature.
E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
E10 Use language and critical thinking strategies to serve as tools for learning.
H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
H2 Describe the impact of science and technology on the historical development of the United States in the global community.
H3 Describe the relationship of people, places, and environments through time.
H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).
H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

21st Century Skills

CS1 – Global Awareness
CS2 – Financial, Economic, and Business Literacy
CS3 – Civic Literacy
CS4 – Information and Communication Skills
CS5 – Thinking and Problem-Solving Skills
CS6 – Interpersonal and Self-Directional Skills

SUGGESTED REFERENCES

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Sasse, C. R. *Families today* (Latest ed.). Glencoe.

Personal Development
Unit 4: Developing Healthy Relationships (30 hours)

Competencies and Suggested Objectives	Suggested Strategies for Competencies
1. Improve relationships with family members. a. Identify ways to improve family relationships. b. Practice techniques to enhance parent/child and sibling relationships.	**Teaching:** • Invite a guest speaker, such as a counselor, to discuss ways to improve family relationships. • List the positive and negative characteristics of family relationships. • List ways to improve family relationships. • Have students role-play techniques to enhance parent/child and sibling relationships. • Create rules and boundaries for improving family relationships. • Watch videos. **Assessment:** • Evaluate student participation. • Evaluate by using the guest speaker form in Appendix E.
2. Improve relationships with others. a. Describe the qualities of friendship. b. Identify ways to maintain and improve friendships. c. Evaluate techniques for effectively dealing with peer pressure. d. Explore opportunities to build relationships in a culturally diverse society.	**Teaching:** • Divide students into groups, and have them make a list of the ten most important qualities of a friend. Compare group lists. • Have students keep a journal for a week describing an ongoing friendship. Identify situations in which the friendship was improved. • Provide students with a case study letter illustrating situations with peer pressure. Have students write solutions to specified situations and share these with the class. • Have students use the Internet to research cultural differences. Results will be written up according to criteria provided by the teacher and presented orally to the class. • Create rules and boundaries for improving friendships. **Assessment:** • Evaluate student journals using the rubric in Appendix E. • Use the rubric in appendix E to evaluate the case study response. • Evaluate the students' Internet research report using a rubric from Appendix D.

	• Observe student participation. • Give test.
3. Develop skills that enhance relationships. a. Demonstrate communications skills that help improve relationships. b. Explore negotiation and mediation skills. c. Identify leadership and citizenship skills. d. Describe how proper etiquette and social skills improve self-esteem and relationships with others.	**Teaching:** • Divide the class into small groups, and provide each group with a different case study that reflects a variety of relationships. Have students role-play effective communications skills. • Invite a professional(s) representing business, mental health counseling, and so forth to discuss mediation and negotiation skills. • In small groups, brainstorm leadership and citizenship skills. Have students individually identify their personal skills and the leadership/citizenship roles that they can assume. • View videos on etiquette, discuss videos in small groups, and identify areas of improvement in social skills. • Team teach with the drama/communication teacher. **Assessment:** • Evaluate student participation and content in the role-play by using a rubric in Appendix E. • Evaluate a short essay explaining how students can use the skills discussed by resource speaker(s). • Evaluate participation in the small groups and the individual assignments by using rubrics in Appendix E. • Evaluate participation in group discussion and activity.

STANDARDS

Family and Consumer Science National Standards

FCS6 Evaluate the significance of family and its impact on the well-being of individuals and society.
FCS12 Analyze factors that impact human growth and development.
FCS13 Demonstrate respectful and caring relationships in the family, workplace, and community.

Academic Standards

A1 Recognize, classify, and use real numbers and their properties.
A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
A3 Simplify algebraic expressions, solve and graph equations, inequalities, and systems in one and two variables.
A4 Explore and communicate the characteristics and operations of polynomials.
A5 Utilize various formulas in problem-solving situations.
A6 Communicate using the language of algebra.
A7 Interpret and apply slope as a rate of change.
A8 Analyze data, and apply concepts of probability.
B1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
B2 Investigate the biochemical basis of life.
B3 Investigate cell structures, functions, and methods of reproduction.
B4 Investigate the transfer of energy from the sun to living systems.
B5 Investigate the principles, mechanisms, and methodology of classical and molecular genetics.
B6 Investigate the concepts of natural selection as they relate to the diversity of life.
B7 Investigate the interdependence and interactions that occur within an ecosystem.
E1 Produce writing that reflects increasing proficiency through planning, writing, revising, and editing and that is specific to audience and purpose.
E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect using increasingly complex and abstract thinking.
E5 Complete oral and written presentations that exhibit interaction and consensus within a group.
E6 Explore cultural contributions to the history of the English language and its literature.
E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
E10 Use language and critical thinking strategies to serve as tools for learning.
H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
H2 Describe the impact of science and technology on the historical development of the United States in the global community.
H3 Describe the relationship of people, places, and environments through time.

H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).
H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

21st Century Skills

CS1 Global Awareness
CS2 Financial, Economic, and Business Literacy
CS3 Civic Literacy
CS4 Information and Communication Skills
CS5 Thinking and Problem-Solving Skills
CS6 Interpersonal and Self-Directional Skills

SUGGESTED REFERENCES

Johnson, Leona. *Strengthening family and self* (Latest ed.). Goodheart-Willcox.

Ryder, Verdene, & Harter, Marjorie, B. *Contemporary living* (Latest ed.). Goodheart-Willcox.

Sasse, C. R. *Families today* (Latest ed.). Glencoe.

Personal Development
Unit 5: Taking Charge of Your Life (20 hours)

Competencies and Suggested Objectives	Suggested Strategies for Competencies
1. Recognize the importance of setting and attaining goals. a. Define short-range and long-range goals. b. Create strategies for reaching goals. c. List the steps in the decision-making process. d. Describe the role of decision making in setting and attaining goals.	**Teaching:** • Have class discussion to define short-range and long-range goals. Then have students compile a list of examples of each. • Have students to list goals they hope to meet. Then have them develop strategies for meeting these goals. • Discuss the role of the decision-making process in setting and attaining short-range and long-range goals. Have students compile a list of decisions that must be made to attain these goals. • Utilize personal development software. • Invite a successful community leader to speak to the class about decision making and reaching goals. **Assessment:** • Observe participation in class discussion, and evaluate student list. • Assign completed list of student's strategies for attaining goals. • Evaluate by using the guest speaker form in Appendix E.
2. Develop career survival skills. a. Demonstrate job interview skills. b. Review personal traits that assist individuals in coping with career and workplace change. c. List the causes of stress in the workplace. d. Recognize symptoms of stress. e. Identify ways to cope with stress. f. Define interpersonal skills necessary for maintaining positive relationships in the workplace.	**Teaching:** • Review interview etiquette to include dress and grooming. • Have students brainstorm and develop a list of traits that assists individuals in coping with change. • Watch video on stress in the workplace. • Have students interview at least three persons in different work situations to identify work stressors and coping skills. • Have students create a cartoon to illustrate positive interpersonal skills related to relationships in the workplace. **Assessment:** • Observe student participation. • Use the presentation rubric in Appendix E to evaluate students. • Give graded project. • Display student work.

	• Give test.

STANDARDS

Family and Consumer Science National Standards

FCS1 Integrate multiple life roles and responsibilities in family, work, and community settings.
FCS12 Analyze factors that impact human growth and development.
FCS13 Demonstrate respectful and caring relationships in the family, workplace, and community.

Academic Standards

A1 Recognize, classify, and use real numbers and their properties.
A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
A3 Simplify algebraic expressions, solve and graph equations, inequalities, and systems in one and two variables.
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B4 Investigate the transfer of energy from the sun to living systems.
B5 Investigate the principles, mechanisms, and methodology of classical and molecular genetics.
B6 Investigate the concepts of natural selection as they relate to the diversity of life.
B7 Investigate the interdependence and interactions that occur within an ecosystem.
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E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect using increasingly complex and abstract thinking.
E5 Complete oral and written presentations that exhibit interaction and consensus within a group.
E6 Explore cultural contributions to the history of the English language and its literature.

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E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
E10 Use language and critical thinking strategies to serve as tools for learning.
H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
H2 Describe the impact of science and technology on the historical development of the United States in the global community.
H3 Describe the relationship of people, places, and environments through time.
H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).
H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

21st Century Skills

CS1 Global Awareness
CS2 Financial, Economic, and Business Literacy
CS3 Civic Literacy
CS4 Information and Communication Skills
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CS6 Interpersonal and Self-Directional Skills

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Sasse, C. R. *Families today* (Latest ed.). Glencoe.

Personal Development
Unit 6: Management of Social Skills (10 hours)

Competencies and Suggested Objectives	Suggested Strategies for Competencies
1. Identify workplace ethics. a. Define and apply professionalism to different situations. b. Demonstrate appropriate dress attire for different situations. c. Analyze workplace attitudes for different situations. d. Discuss the importance of punctuality.	**Teaching:** • Have students role-play professionalism in the workplace. • Watch videos. • Have a guest speaker come in and speak about dress attire and professionalism. • Team teach with FBLA teacher. • Have the students participate in mock interviews. • Have the students create a poster pertaining to professionalism using information from the Internet and produced on the computer. **Assessment:** • Evaluate by using the guest speaker form in Appendix E. • Use the role-play rubric in Appendix E to evaluate students. • Give quiz on video. • Observe student participation.
2. Discuss social etiquette of technology usage. a. Identify correct cell phone usage. b. Identify correct e-mail, chat room, blogs, and MP3 player usage. c. Recognize signs of cyber-bullying. d. Understand correct usage of Internet at work.	**Teaching:** • Watch videos. • Have a guest speaker come in and speak about technology in the workplace. • Review Internet policies. • Have students create a poster showing etiquette of technology in the workplace and society. Use the best one to place on a bulletin board. • Demonstrate correct e-mail. Then have the students respond appropriately to an e-mail they receive from the teacher. **Assessment:** • Evaluate by using the guest speaker form in Appendix E. • Give quiz on video. • Observe student participation.

STANDARDS

Family and Consumer Science National Standards

FCS1 Integrate multiple life roles and responsibilities in family, work, and community settings.
FCS13 Demonstrate respectful and caring relationships in the family, workplace, and community.

Academic Standards

A1 Recognize, classify, and use real numbers and their properties.
A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
A3 Simplify algebraic expressions, solve and graph equations, inequalities, and systems in one and two variables.
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Sasse, C. R. *Families today* (Latest ed.). Glencoe.

Student Competency Profile for Personal Development

Student:_____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. This form may be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

As an alternative to the use of this form, you may note competency achievement by attaching a report showing comparable results for each student. Please indicate that you are using this alternative report by checking here. _____

Unit 1: Discovering Who You Are

_____1. Explore personality development in relation to one's self and others.
_____2. Identify personal traits that build character.

Unit 2: Personal Design Choices

_____1. Express personal clothing styles.
_____2. Describe elements and principles of design.
_____3. Explain the importance of proper clothing care.
_____4. Apply the principles of design to a room.

Unit 3: Making Healthy Choices

_____1. Identify the three parts of wellness: physical, social, and emotional.
_____2. Discuss ways to promote physical and emotional health.

Unit 4: Developing Healthy Relationships

_____1. Improve relationships with family members.
_____2. Improve relationships with others.
_____3. Develop skills that enhance relationships.

Unit 5: Taking Charge of Your Life

_____1. Recognize the importance of setting and attaining goals.
_____2. Develop career survival skills.

Unit 6: Management of Social Skills

_____1. Identify workplace ethics.
_____2. Discuss social etiquette of technology usage.

Resource Management
Unit 1: Developing Decision-Making Skills (5 hours)

Competencies and Suggested Objectives	Suggested Strategies for Competencies
1. Evaluate the relationship between decision making and the quality of life. a. Identify how personal decisions and their consequences affect the quality of an individual's life. b. Identify how decisions made by an individual affect the quality of life of other individuals, families, communities, and the larger society. c. Examine values, goals, and standards and their interrelationships. d. Practice effective decision-making techniques. e. Discuss management styles in relationship to decision-making skills.	**Teaching:** • Using case studies/interviews; have students discuss and trace how decisions and their consequences affect the quality of life of an individual. • Create a timeline of an individual from history; have students discuss and trace how a decision made by this individual has affected the lives of others over time. • Use a role-play activity to have students identify values, goals, and standards. In small groups, have students compare and contrast each value, goal, and standard. • Using small groups of students, have the students apply the decision-making process to a given problem. • Discuss the different management styles with the class. • Watch videos. **Assessment:** • Observe student participation. • Use the rubric for case studies in Appendix E to evaluate students. • Give quiz on video. • Assign graded project.
2. Utilize available resources. a. Distinguish between human and non-human resources. b. Discuss the relationship between resources and decision making. c. Explain how to protect resources.	**Teaching:** • Identify and discuss human and non-human resources. • Brainstorm and classify different resources. • Using case studies, have students align the relationship between resources and decision making. • Prepare a report on different conservation methods. • Invite a guest speaker to class. **Assessment:** • Observe student participation. • Evaluate student report using rubric in Appendix E. • Use the rubric for case studies in Appendix E to evaluate students.

	• Evaluate by using the guest speaker form in Appendix E. • Give unit test. • Evaluate student portfolio using rubric in Appendix E.

STANDARDS

Family and Consumer Science National Standards

FCS2 Evaluate management practices related to the human, economic, and environmental resources.

FCS13 Demonstrate respectful and caring relationships in the family, workplace, and community.

Academic Standards

A1 Recognize, classify, and use real numbers and their properties.

A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.

A3 Simplify algebraic expressions, solve and graph equations, inequalities, and systems in one and two variables.

A4 Explore and communicate the characteristics and operations of polynomials.

A5 Utilize various formulas in problem-solving situations.

A6 Communicate using the language of algebra.

A7 Interpret and apply slope as a rate of change.

A8 Analyze data, and apply concepts of probability.

B1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.

B2 Investigate the biochemical basis of life.

B3 Investigate cell structures, functions, and methods of reproduction.

B4 Investigate the transfer of energy from the sun to living systems.

B5 Investigate the principles, mechanisms, and methodology of classical and molecular genetics.

B6 Investigate the concepts of natural selection as they relate to the diversity of life.

B7 Investigate the interdependence and interactions that occur within an ecosystem.

E1 Produce writing that reflects increasing proficiency through planning, writing, revising, and editing and that is specific to audience and purpose.

E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.

E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.

E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect using increasingly complex and abstract thinking.

E5 Complete oral and written presentations that exhibit interaction and consensus within a group.
E6 Explore cultural contributions to the history of the English language and its literature.
E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
E10 Use language and critical thinking strategies to serve as tools for learning.
H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
H2 Describe the impact of science and technology on the historical development of the United States in the global community.
H3 Describe the relationship of people, places, and environments through time.
H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).
H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

21st Century Skills

CS1 Global Awareness
CS2 Financial, Economic, and Business Literacy
CS3 Civic Literacy
CS4 Information and Communication Skills
CS5 Thinking and Problem-Solving Skills
CS6 Interpersonal and Self-Directional Skills

SUGGESTED REFERENCES

Johnson, Leona. *Strengthening family and self* (Latest ed.). Goodheart-Willcox.

Kimbrell, Grady, & Swanson, Patti W. *Personal and family economics* (Latest ed.). West Publishing.

Lowe, Ross E. et al. *Consumer education and economics* (Latest ed.). Glencoe Publishers.

Public Broadcasting Service. (2007). Retrieved October 15, 2007, from www.pbs.org.

Wehleage, Nancy. *Goals for living, managing your resources* (Latest ed.). Goodheart-Willcox.

Resource Management
Unit 2: Managing Personal Finances (30 hours)

Competencies and Suggested Objectives	Suggested Strategies for Competencies
1. Appraise the relationship between financial management and quality of life. a. Identify how an individual's financial management affects the quality of his or her life and others. b. Apply decision-making skills and goal planning to financial management.	**Teaching:** • Using a case study or simulation software, have students identify how financial management relates to the quality of an individual life and others' lives. • Analyze a prepared graph. • Invite a guest speaker to class. • Prioritize students' financial goals. **Assessment:** • Observe student participation. • Evaluate by using the guest speaker form in Appendix E.
2. Utilize banking services. a. Identify the types of financial institutions. b. Assess types of services offered by financial institutions. c. Practice banking procedures.	**Teaching:** • Provide students with information on the different types of financial institutions. • Provide students with information on the different services provided by financial institutions. • Prepare a simulation of banking services (see Indiana DOE Web site under suggested references). • Invite a guest speaker to class. • Watch video. **Assessment:** • Evaluate by using the guest speaker form in Appendix E. • Give quiz on video. • Assess student performance on the banking simulation exercises.
3. Employ a budget process to manage income and expenses. a. List different sources of income. b. Interpret a paycheck, and explain deductions. c. Recognize categories of expenses. d. Distinguish between fixed and variable expenses. e. Define the need for a budget. f. Prepare a budget. g. Evaluate the effectiveness of a budget plan.	**Teaching:** • Discuss with the class the different sources of income. • Compare the characteristics of each source for frequency, regularity and dependability, and so forth so that students can realistically determine their total income. • Provide the students with a payroll check and check stub. Discuss and explain the deductions and the concept of gross versus net pay. Have students calculate estimated net pay for a given gross.

	• Define the different categories of expenses for a personal budget. • Have students develop a list of budget categories for their own budgets. • List examples of fixed and variable expenses. • List reasons for a budget. • Use software to prepare a budget. **Assessment:** • Observe class participation. • Correct budget calculation. • Grade completed budget. • Give test.
4. Analyze effective use of credit. a. Distinguish among various types of credit. b. Evaluate different sources of credit. c. Recognize benefits and pitfalls of credit use. d. Identify procedures for establishing and maintaining a good credit rating to include debt management. e. Discuss interest rates.	**Teaching:** • List basic information on the different types of credit available to consumers. • Provide students with a given case study about credit. • Investigate sources of credit, and make comparisons. • Outline benefits and pitfalls of credit. • Discuss a good credit record. • Have the students compare various interest rates and determine the cost of interest. • Watch videos. • Invite a guest speaker to class. **Assessment:** • Evaluate by using the guest speaker form in Appendix E. • Give quiz on video. • Assign graded project.
5. Analyze effective saving and investment practices. a. Define a savings goal. b. Compare and contrast various methods of savings and investing. c. Discuss estate planning and inheritance.	**Teaching:** • Prepare a saving plan. • Discuss different methods for saving and investing. • Compare and contrast investment returns/interest. • Invite a guest speaker to class. • Watch video. • Create a will. **Assessment:** • Observe class participation. • Evaluate by using the guest speaker form in Appendix E. • Assign graded project.

6. Analyze appropriate types of insurance for protecting personal assets. a. Distinguish among types of life insurance. b. Determine who needs life insurance coverage and the amount needed. c. List health insurance coverage plans. d. Identify basic types of automobile insurance coverage. e. List procedures to use in case of an automobile accident. f. Identify types of property insurance. g. Name the procedures for filing an insurance claim.	**Teaching:** • Discuss the different types of life insurance and the advantages and limitations of each type. • Discuss who needs life insurance with the students, and have them calculate the amount of insurance needed for a given individual situation. • Introduce the students to the concepts of health insurance, HMO's, and PPO's. • Watch videos on insurance. • Introduce the students to the concepts of other types of personal insurance (supplements, accident, disability, etc.). • Introduce the students to the basic types of automobile insurance coverage (liability, collision, comprehensive, etc.). • Invite a guest speaker to class. • Introduce the student to the different types of property insurance (renters, home owners, contents, liability, etc.). • Introduce the students to the procedures for filing a claim. **Assessment:** • Evaluate by using the guest speaker form in Appendix E. • Give quiz on video. • Observe class participation.
7. Distinguish among local, state, and federal tax assessments. a. Discuss local tax assessments to include property, automobile, and sales taxes. b. Compute local, state and federal income taxes.	**Teaching:** • Invite guest speaker to class. • Compute local, state, and federal income taxes. **Assessment:** • Observe student participation. • Assign graded project. • Evaluate by using the guest speaker form in Appendix E. • Give unit test.

STANDARDS

Family and Consumer Science National Standards

FCS2 Evaluate management practices related to the human, economic, and environmental resources.

FCS13 Demonstrate respectful and caring relationships in the family, workplace, and community.

Academic Standards

A1 Recognize, classify, and use real numbers and their properties.
A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
A3 Simplify algebraic expressions, solve and graph equations, inequalities, and systems in one and two variables.
A4 Explore and communicate the characteristics and operations of polynomials.
A5 Utilize various formulas in problem-solving situations.
A6 Communicate using the language of algebra.
A7 Interpret and apply slope as a rate of change.
A8 Analyze data, and apply concepts of probability.
B1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
B2 Investigate the biochemical basis of life.
B3 Investigate cell structures, functions, and methods of reproduction.
B4 Investigate the transfer of energy from the sun to living systems.
B5 Investigate the principles, mechanisms, and methodology of classical and molecular genetics.
B6 Investigate the concepts of natural selection as they relate to the diversity of life.
B7 Investigate the interdependence and interactions that occur within an ecosystem.
E1 Produce writing that reflects increasing proficiency through planning, writing, revising, and editing and that is specific to audience and purpose.
E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect using increasingly complex and abstract thinking.
E5 Complete oral and written presentations that exhibit interaction and consensus within a group.
E6 Explore cultural contributions to the history of the English language and its literature.
E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
E10 Use language and critical thinking strategies to serve as tools for learning.
H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.

H2 Describe the impact of science and technology on the historical development of the United States in the global community.
H3 Describe the relationship of people, places, and environments through time.
H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).
H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

21st Century Skills

CS1 Global Awareness
CS2 Financial, Economic, and Business Literacy
CS3 Civic Literacy
CS4 Information and Communication Skills
CS5 Thinking and Problem-Solving Skills
CS6 Interpersonal and Self-Directional Skills

SUGGESTED REFERENCES

Indiana Department of Education. (2007). Retrieved November 16, 2007, from http://doe.state.in.us/octe/facs/OLC-CheckModuleFL07.pdf.

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Wehleage, Nancy. *Goals for living, managing your resources* (Latest ed.). Goodheart-Willcox.

Resource Management
Unit 3: Perfecting the Role of the Consumer (17 hours)

Competencies and Suggested Objectives	Suggested Strategies for Competencies
1. Identify a consumer's rights and responsibilities. a. Define the role of the consumer in the marketplace. b. Define consumer choice, consumer rights, and consumer responsibilities. c. Define the role of the consumer in dealing with sales people and merchants. d. Discuss simple contracts.	**Teaching:** • Identify a consumer's rights and responsibilities. • Discuss the role of the consumer with the class as related to consumer rights and responsibilities. • Have students research consumer information sources and write an essay comparing and contrasting consumer choice, consumer rights, and consumer responsibilities. • Have students interview a person in sales. • Have students complete simple contracts. **Assessment:** • Identify a consumer's rights and responsibilities. • Evaluate participation in class discussion on the consumer's role. • Grade essay on consumer choice, rights, and responsibilities using a rubric in Appendix E. • Evaluate results from interview. • Assign graded project.
2. Evaluate consumer information. a. Interpret product labels. b. Interpret product guarantees and warranties. c. Describe the impact of advertising. d. Evaluate advertising for truthfulness. e. Identify procedures for filing a consumer complaint to include contesting an incorrect billing statement. f. Identify the protectors of the consumer - government, business and industry, and consumer organizations. g. Develop techniques for applying the decision-making process to consumer decisions. h. Identify ways to maximize family life through consumer decisions about food, clothing, housing,	**Teaching:** • Evaluate consumer information. • Discuss laws that regulate information on labels. Have students bring labels from home and interpret the information contained in the documents. • Discuss laws that regulate information on warranties and guarantees. Have students bring warranties and guarantees from home and interpret the information contained in the documents. • Have students bring in advertisements from magazines and other sources. Examine the ads in class, and discuss their intended audience and how they attempt to make an impact on the audience. • Using ads from newspapers, TV, and so forth, have the class evaluate the truthfulness of the content.

transportation, leisure, and major household purchases.	• Use a resource person or videotape to discuss procedures for filing a complaint regarding a product or service. • Discuss with the class different agencies and their functions in protecting the consumers. • Use case studies and/or scenarios to practice the decision-making process as related to consumer decisions. • Have students build a spreadsheet listing factors to consider in determining the quality of different purchases. **Assessment:** • Evaluate consumer information. • Evaluate participation in class discussion and assignment on consumer product labels. • Evaluate participation in class discussion and assignment on product warranties and guaranties. • Evaluate participation in class discussion and assignment on advertising. • Evaluate participation in class discussion and assignment on the truth in advertising. • Evaluate student summary of resource person or video presentation on how to file a consumer complaint. • Evaluate participation in class discussion on consumer protection agencies. • Evaluate student practice sheets using the decision-making process for consumer decisions. • Assess student performance in building a spreadsheet.
3. Demonstrate wise decision making regarding the balance between personal and global/environmental concern. a. Identify practices that show respect for the environment through the wise use of resources. b. Identify specific approaches to managing waste properly.	**Teaching:** • Demonstrate wise decision making regarding the balance between personal and global/environmental concern. • Brainstorm ways to show respect for the environment and ways the students see the environment abused. • Have a guest speaker from a waste management center identify specific ways that waste can be managed and reduced. **Assessment:** • Demonstrate wise decision making

	regarding the balance between personal and global/environmental concern. • Evaluate participation in class discussion on environmental abuse. • Evaluate summarization of resource speaker presentation on waste management and reduction. • Give unit test on consumerism.

STANDARDS

Family and Consumer Science National Standards

FCS2 Evaluate management practices related to the human, economic, and environmental resources.
FCS13 Demonstrate respectful and caring relationships in the family, workplace, and community.

Academic Standards

A1 Recognize, classify, and use real numbers and their properties.
A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
A3 Simplify algebraic expressions, solve and graph equations, inequalities, and systems in one and two variables.
A4 Explore and communicate the characteristics and operations of polynomials.
A5 Utilize various formulas in problem-solving situations.
A6 Communicate using the language of algebra.
A7 Interpret and apply slope as a rate of change.
A8 Analyze data, and apply concepts of probability.
B1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
B2 Investigate the biochemical basis of life.
B3 Investigate cell structures, functions, and methods of reproduction.
B4 Investigate the transfer of energy from the sun to living systems.
B5 Investigate the principles, mechanisms, and methodology of classical and molecular genetics.
B6 Investigate the concepts of natural selection as they relate to the diversity of life.
B7 Investigate the interdependence and interactions that occur within an ecosystem.
E1 Produce writing that reflects increasing proficiency through planning, writing, revising, and editing and that is specific to audience and purpose.
E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.

E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect using increasingly complex and abstract thinking.

E5 Complete oral and written presentations that exhibit interaction and consensus within a group.

E6 Explore cultural contributions to the history of the English language and its literature.

E7 Discover the power and effect of language by reading and listening to selections from various literary genres.

E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.

E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.

E10 Use language and critical thinking strategies to serve as tools for learning.

H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.

H2 Describe the impact of science and technology on the historical development of the United States in the global community.

H3 Describe the relationship of people, places, and environments through time.

H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).

H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

21st Century Skills

CS1 Global Awareness

CS2 Financial, Economic, and Business Literacy

CS3 Civic Literacy

CS4 Information and Communication Skills

CS5 Thinking and Problem-Solving Skills

CS6 Interpersonal and Self-Directional Skills

SUGGESTED REFERENCES

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Lowe, Ross E. et al. *Consumer education and economics* (Latest ed.). Glencoe Publishers.

Ryder, Verdeen, & Harter, Marjorie B. *Contemporary living* (Latest ed.). Goodheart-Willcox.

Wehleage, Nancy. *Goals for living, managing your resources* (Latest ed.). Goodheart-Willcox.

Resource Management
Unit 4: Balancing Work and Family (15 hours)

Competencies and Suggested Objectives	Suggested Strategies for Competencies
1. Identify the relationship between work and quality of life. a. Recognize how individual satisfaction in the choice of work affects the quality of individual and family life. b. Compare how the unique differences of diverse family arrangements are impacted by type of work, e.g., dual worker families, families with part-time workers, and single parent families.	**Teaching:** • Identify the relationship between work and family life. • Role-play a family setting to show how attitude toward a job carries over into personal and family life. • Discuss the various types of work and family arrangements and patterns. Divide the class into groups, and provide each group with a scenario to discuss and report back to the class on. **Assessment:** • Identify the relationship between work and family life. • Evaluate student by using the rubric for role-play in Appendix E. • Grade group report on family arrangements and patterns by using rubric in Appendix E.
2. Describe the influence of families on the workplace. a. Discuss the Family and Medical Leave Act, including its nature and scope. b. Discuss employer-sponsored child care, including its nature and scope. c. Identify the various options available with flexible work scheduling. d. Identify the various options available with employer-assistance programs.	**Teaching:** • Describe the influence of families on the workplace. • Use a resource speaker (personnel director from a local industry/business) to speak to all objectives listed under this competency. • Use a resource speaker. **Assessment:** • Describe the influence of families on the workplace. • Grade summarization of resource speaker presentation on the influences of families on the workplace by using rubric in Appendix E.
3. Identify techniques to enhance communications skills for balancing work and family. a. Identify the types of communication to include verbal and nonverbal forms. b. Demonstrate the ability to use "I" messages, "You" messages, and "We" messages.	**Teaching:** • Identify techniques to enhance communications skills for balancing work and family. • Discuss the different types of communication including verbal and nonverbal forms. Structure a role-play situation for students to demonstrate one or more types, and have the class evaluate the

c. Identify approaches to enhancing communication within the family.	effectiveness of each role-play. • Discuss the use of "I," "You," and "We" messages with the class. Have students demonstrate one or more of the messages, and have the class analyze their messages. • Use a case study or scenario to discuss different approaches for enhancing communications within the family. **Assessment:** • Identify techniques to enhance communication skills for balancing work and family. • Evaluate student demonstration of communication types and participation in role-play situations. • Evaluate participation in class activity and completion of checklist on ability to use "I," "You," and "We" messages. • Evaluate class participation, class discussion, and class activity.
4. Identify techniques to enhance time management skills for balancing work and family. a. Identify the tools for managing time. b. Describe strategies for time management. c. Discuss the purpose and importance of record keeping, including what to keep and what to discard.	**Teaching:** • Identify techniques to enhance time management skills for balancing work and family. • Guide the students in brainstorming tools that can be used at school and at home for managing time. • List and discuss with the class the strategies for time management. • Create a chart covering what records should be kept, how long they should be kept, and when they can be discarded. **Assessment:** • Identify techniques to enhance time management skills for balancing work and family. • Evaluate class participation in time management activity. • Evaluate participation in class discussion on time management strategies. • Evaluate chart and participation in discussion on how to keep and discard selected personal records.
5. Identify techniques to enhance stress management skills for balancing work and family.	**Teaching:** • Identify techniques to enhance stress management skills for balancing work and

a. Discuss the nature and scope of stress from a positive and negative standpoint. b. Identify factors contributing to stress among teens. c. Distinguish between the positive and negative stress relievers.	family. • Discuss the nature and scope of stress from a positive and negative standpoint. • Divide the class into small groups, and have them report to the total class. Compile a master list from the reports. • Using a chart or transparency, discuss positive and negative ways to relieve stress. **Assessment:** • Identify techniques to enhance stress management skills for balancing work and family. • Evaluate class participation in stress discussion. • Evaluate group reports on teen stress by using a rubric in Appendix E. • Evaluate participation in class discussion on positive and negative ways to relieve stress.
6. Identify techniques to enhance conflict resolution skills in balancing work and family. a. Discuss conflict, including types and their positive and negative natures. b. Discuss factors contributing to conflict. c. Discuss strategies for preventing conflict. d. Demonstrate approaches to handling conflict.	**Teaching:** • Identify techniques to enhance conflict resolution skills in balancing work and family. • Discuss the different types of conflict and their positive and negative standpoints. • List and discuss factors that contribute to conflict. • Invite a local mental health professional to discuss strategies for handling conflict. • Use role-play situations/simulations to have students demonstrate their ability to handle conflict. **Assessment** • Identify techniques to enhance conflict resolution skills in balancing work and family. • Evaluate participation in discussion on different types of conflict. • Evaluate participation in activity and discussion on factors contributing to conflict. • Evaluate student summarization of resource speaker presentation on handling conflict. • Evaluate the student by using a rubric for

	role-play in Appendix E.
7. Identify techniques to enhance technology skills in balancing work and family. a. Identify ways to maximize home automation to meet family goals. b. Describe the influence of technology on the environment.	**Teaching:** • Identify techniques to enhance technology skills in balancing work and family. • Discuss the use of computer technology and other innovations in allowing families to maximize family goals. • Discuss how technology has impacted the environment. Have students research material to provide examples of how technology has had positive and negative impacts on the environment. **Assessment:** • Identify techniques to enhance technology skills in balancing work and family. • Evaluate participation in class discussion on using technology to maximize family goals. • Evaluate participation in class discussion on how technology has positive and negative impacts on the environment.
8. Evaluate the role of change in balancing work and family concerns. a. Discuss the nature of change as related to resource management (changing jobs, moving, unemployment, financial problems, etc.). b. Discuss the relationship of the rate of change and its effect on the quality of life. c. Adopt constructive techniques for initiating and responding to change.	**Teaching:** • Evaluate the role of change in balancing work and family concerns. • Initiate large group discussion by using familiar quotations about change. • Have students complete a change inventory to measure their own responsiveness to change, both willingness and resistance. • Involve students in simulating techniques for initiating and responding to change. **Assessment:** • Evaluate the role of change in balancing work and family concerns. • Evaluate participation in discussion about change. • Evaluate completion and discussion of a change inventory survey. • Evaluate class participation in simulation of initiating and responding to change. • Give unit test.

STANDARDS

Family and Consumer Science National Standards

FCS1 Integrate multiple life roles and responsibilities in family, work, and community settings.
FCS2 Evaluate management practices related to the human, economic, and environmental resources.
FCS13 Demonstrate respectful and caring relationships in the family, workplace, and community.

Academic Standards

A1 Recognize, classify, and use real numbers and their properties.
A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
A3 Simplify algebraic expressions, solve and graph equations, inequalities, and systems in one and two variables.
A4 Explore and communicate the characteristics and operations of polynomials.
A5 Utilize various formulas in problem-solving situations.
A6 Communicate using the language of algebra.
A7 Interpret and apply slope as a rate of change.
A8 Analyze data, and apply concepts of probability.
B1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
B2 Investigate the biochemical basis of life.
B3 Investigate cell structures, functions, and methods of reproduction.
B4 Investigate the transfer of energy from the sun to living systems.
B5 Investigate the principles, mechanisms, and methodology of classical and molecular genetics.
B6 Investigate the concepts of natural selection as they relate to the diversity of life.
B7 Investigate the interdependence and interactions that occur within an ecosystem.
E1 Produce writing that reflects increasing proficiency through planning, writing, revising, and editing and that is specific to audience and purpose.
E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect using increasingly complex and abstract thinking.
E5 Complete oral and written presentations that exhibit interaction and consensus within a group.
E6 Explore cultural contributions to the history of the English language and its literature.
E7 Discover the power and effect of language by reading and listening to selections from various literary genres.

E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
E10 Use language and critical thinking strategies to serve as tools for learning.
H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
H2 Describe the impact of science and technology on the historical development of the United States in the global community.
H3 Describe the relationship of people, places, and environments through time.
H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).
H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

21st Century Skills

CS1 Global Awareness
CS2 Financial, Economic, and Business Literacy
CS3 Civic Literacy
CS4 Information and Communication Skills
CS5 Thinking and Problem-Solving Skills
CS6 Interpersonal and Self-Directional Skills

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Lowe, Ross E. et.al. *Consumer education and economics* (Latest ed.). Glencoe Publishers.

Ryder, Verdeen, & Harter, Marjorie B. *Contemporary living* (Latest ed.). Goodheart-Willcox.

Wehleage, Nancy. *Goals for living, managing your resources* (Latest ed.). Goodheart-Willcox.

Student Competency Profile for Resource Management

Student:_____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. This form may be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

As an alternative to the use of this form, you may note competency achievement by attaching a report showing comparable results for each student. Please indicate that you are using this alternative report by checking here. _____

Unit 1: Developing Decision-Making Skills

_____1. Evaluate the relationship between decision making and the quality of life.
_____2. Utilize available resources.

Unit 2: Managing Personal Finances

_____1. Appraise the relationship between financial management and quality of life.
_____2. Utilize banking services.
_____3. Employ a budget process to manage income and expenses.
_____4. Analyze effective use of credit.
_____5. Analyze effective saving and investment practices.
_____6. Analyze appropriate types of insurance for protecting personal assets.
_____7. Distinguish among local, state, and federal tax assessments.

Unit 3: Perfecting the Role of the Consumer

_____1. Identify a consumer's rights and responsibilities.
_____2. Evaluate consumer information.
_____3. Demonstrate wise decision making regarding the balance between personal and global/environmental concern.

Unit 4: Balancing Work and Family

_____1. Identify the relationship between work and quality of life.
_____2 Describe the influence of families on the workplace.
_____3. Identify techniques to enhance communications skills for balancing work and family.
_____4. Identify techniques to enhance time management skills for balancing work and family.
_____5. Identify techniques to enhance stress management skills for balancing work and family.
_____6. Identify techniques to enhance conflict resolution skills in balancing work and family.
_____7. Identify techniques to enhance technology skills in balancing work and family.
_____8. Evaluate the role of change in balancing work and family concerns.

Recommended Tools and Equipment

CAPITALIZED ITEMS

1. Computers (2 per lab)
2. Dishwasher (1 per lab)
3. Oven, microwave (1 per lab)
4. Printers (1 per lab)
5. Refrigerator (1 per lab)
6. Stove, electric (1 per lab)

NON-CAPITALIZED ITEMS

1. Mixer, electric (1 per lab)
2. Scales, body weight (1 per lab)
3. Plates, 8 in., dishwasher and microwave safe (3 dozen)
4. Flatware, set to include knife, fork, and spoon (3 dozen)
5. Mixing spoons (1 set per lab)
6. Spatulas, rubber (set of 2 per lab)
7. Peeler, vegetable (1 per lab)
8. Colander, heavy duty (1 per lab)
9. Knives, set of four including 3-in. parer, 5- to 6-in. boning/utility, 7-in. slicer, and 7-in. chef (1 set per lab)
10. Cutting board (1 per lab)
11. Slicer/grater (1 per lab)
12. Mixing bowls, set of three sizes (1 per lab)
13. Can opener (1 per lab)
14. Utensils, kitchen to include basting, slotted, two-tine fork, small turner, large turner, and deep ladle
15. Serving trays (3 per lab)
16. Storage container set, plastic, for microwave, dishwasher, and freezer (1 set per lab)
17. Potholders, cloth and flame resistant (4 per lab)
18. Cleaning accessories, to include sponges, scrubber pads, dish brush, dish towels, and dish rag assortment (1 set per lab)
19. Dish drain rack (1 per lab)
20. Measuring spoons (2 sets per lab)
21. Measuring cups (2 sets per lab)
22. Cookware set, stainless steel (1 set per lab)
23. Cookware set, glass (1 set per lab)
24. Bakeware set (1 set per lab)
25. Scales, food proportion, 2 to 16 oz (1 per lab)
26. Scales, kitchen, 10 lb capacity (1 per lab)
27. Fire extinguisher (1 per lab)
28. Stop watch /timer(1 per lab)
29. Sewing needles
30. Scissors

31. Thread

FOR LIFE CONNECTIONS I AND II

1. Iron (1 per lab)
2. Ironing board (1 per lab)
3. Mirror, full length (1 per lab)
4. Sewing needles (3 dozen per lab)
5. Scissors (1 dozen per lab)

RECOMMENDED INSTRUCTIONAL AIDS

It is recommended that instructors have access to the following items:

1. Camcorder
2. Digital camera
3. Projector, overhead, portable (1 per lab)
4. Television, color, 31 in. (1 per lab)
5. DVD/VCR Player/Recorder (1 per lab)
6. LCD projector (1 per lab)
7. Inspiration software

Appendix A: National Family and Consumer Science Skill Standards[9]

FCS1 CAREER, COMMUNITY, AND FAMILY CONNECTIONS
Integrate multiple life roles and responsibilities in family, work, and community settings.

FCS2 CONSUMER AND FAMILY RESOURCES
Evaluate management practices related to the human, economic, and environmental resources.

FCS3 CONSUMER SERVICES
Integrate knowledge, skills, and practices required for careers in consumer services.

FCS4 EARLY CHILDHOOD, EDUCATION, AND SERVICES
Integrate knowledge, skills, and practices required for careers in early childhood, education, and services.

FCS5 FACILITIES MANAGEMENT AND MAINTENANCE
Integrate knowledge, skills, and practices required for careers in facilities management and maintenance.

FCS6 FAMILY
Evaluate the significance of family and its impact on the well-being of individuals and society.

FCS7 FAMILY AND COMMUNITY SERVICES
Integrate knowledge, skills, and practices required for careers in family and community services.

FCS8 FOOD PRODUCTION AND SERVICES
Integrate knowledge, skills, and practices required for careers in food production and services.

FCS9 FOOD SCIENCE, DIETETICS, AND NUTRITION
Integrate knowledge, skills, and practices required for careers in food science, dietetics, and nutrition.

FCS10 HOSPITALITY, TOURISM, AND RECREATION
Integrate knowledge, skills, and practices required for careers in hospitality, tourism, and recreation.

FCS11 HOUSING, INTERIORS, AND FURNISHINGS
Integrate knowledge, skills, and practices required for careers in housing, interiors, and furnishings.

FCS12 HUMAN DEVELOPMENT
Analyze factors that impact human growth and development.

FCS13 INTERPERSONAL RELATIONSHIPS
Demonstrate respectful and caring relationships in the family, workplace, and community.

FCS14 NUTRITION AND WELLNESS
Demonstrate nutrition and wellness practices that enhance individual and family well-being.

FCS15 PARENTING
Evaluate the impact of parenting roles and responsibilities on strengthening the well-being of individuals and families.

[9] *Family and Consumer Sciences Education National Standards NASAFACS* • V-TECS Copyright © 1998

~~FCS16 TEXTILES AND APPAREL~~

~~Integrate knowledge, skills, and practices required for careers in textiles and apparel.~~

[10]Appendix B: Health Standards

HS1 – Health Promotion and Disease Prevention

Students will comprehend concepts related to health promotion and disease prevention.

- Analyze how behavior can impact health maintenance and disease prevention.
- Describe the interrelationships of mental, emotional, social, and physical health throughout adulthood.
- Explain the impact of personal health behaviors on the functioning of body systems.
- Analyze how the family, peers, and community influence the health of individuals.
- Analyze how the environment influences the health of the community.
- Describe how to delay onset and reduce risks of potential health problems during adulthood.
- Analyze how public health policies and government regulations influence health promotion and disease prevention.
- Analyze how the prevention and control of health problems are influenced by research and medical advances.

HS2 – Health Information, Products, and Services

Students will demonstrate the ability to access valid health information and health-promoting products and services.

- Evaluate the validity of health information, products, and services.
- Demonstrate the ability to evaluate resources from home, school, and community that provide valid health information.
- Evaluate factors that influence personal selection of health products and services.
- Demonstrate the ability to access school and community health services for self and others.
- Analyze the cost and accessibility of health-care services.
- Analyze situations requiring professional health services.

HS3 – Reducing Health Risks

Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

- Analyze the role of individual responsibility for enhancing health.
- Evaluate a personal health assessment to determine strategies for health enhancement and risk reduction.
- Analyze the short-term and long-term consequences of safe, risky, and harmful behaviors.
- Develop strategies to improve or maintain personal, family, and community health.

[10] *Education World National Health Education Standards* Copyright © 1996-2007 by Education World, Inc. All Rights Reserved.

- ~~Develop injury prevention and management strategies for personal, family, and community health.~~
- ~~Demonstrate ways to avoid and reduce threatening situations.~~
- ~~Evaluate strategies to manage stress.~~

~~HS4 – Influences on Health~~

~~Students will analyze the influence of culture, media, technology, and other factors on health.~~

- ~~Analyze how cultural diversity enriches and challenges health behaviors.~~
- ~~Evaluate the effect of media and other factors on personal, family, and community health.~~
- ~~Evaluate the impact of technology on personal, family, and community health.~~
- ~~Analyze how information from the community influences health.~~

~~HS5 – Using Communication Skills to Promote Health~~

~~Students will demonstrate the ability to use interpersonal communication skills to enhance health.~~

- ~~Demonstrate skills for communicating effectively with family, peers, and others.~~
- ~~Analyze how interpersonal communication affects relationships.~~
- ~~Demonstrate healthy ways to express needs, wants, and feelings.~~
- ~~Demonstrate ways to communicate care, consideration, and respect of self and others.~~
- ~~Demonstrate strategies for solving interpersonal conflicts without harming self or others.~~
- ~~Demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations.~~
- ~~Analyze the possible causes of conflict in schools, families, and communities.~~
- ~~Demonstrate strategies used to prevent conflict.~~

~~HS6 – Setting Goals for Good Health~~

~~Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.~~

- ~~Demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults.~~
- ~~Analyze health concerns that require collaborative decision making.~~
- ~~Predict immediate and long-term impact of health decisions on the individual, family, and community.~~
- ~~Implement a plan for attaining a personal health goal.~~
- ~~Evaluate progress toward achieving personal health goals.~~
- ~~Formulate an effective plan for lifelong health.~~

~~HS7 – Health Advocacy~~

~~Students will demonstrate the ability to advocate for personal, family, and community health.~~

- ~~Evaluate the effectiveness of communication methods for accurately expressing health information and ideas.~~
- ~~Express information and opinions about health issues.~~
- ~~Utilize strategies to overcome barriers when communicating information, ideas, feelings, and opinions about health issues.~~
- ~~Demonstrate the ability to influence and support others in making positive health choices.~~
- ~~Demonstrate the ability to work cooperatively when advocating for healthy communities.~~
- ~~Demonstrate the ability to adapt health messages and communication techniques to the characteristics of a particular audience.~~

Appendix C: Academic Standards

Algebra I[11]

Competencies and Suggested Objective(s)

A1 Recognize, classify, and use real numbers and their properties.
- a. Describe the real number system using a diagram to show the relationships of component sets of numbers that compose the set of real numbers.
- b. Model properties and equivalence relationships of real numbers.
- c. Demonstrate and apply properties of real numbers to algebraic expressions.
- d. Perform basic operations on square roots excluding rationalizing denominators.

A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
- a. Analyze relationships between two variables, identify domain and range, and determine whether a relation is a function.
- b. Explain and illustrate how change in one variable may result in a change in another variable.
- c. Determine the rule that describes a pattern, and determine the pattern given the rule.
- d. Apply patterns to graphs, and use appropriate technology.

A3 Simplify algebraic expressions and solve and graph equations, inequalities, and systems in one and two variables.
- a. Solve, check, and graph linear equations and inequalities in one variable, including rational coefficients.
- b. Graph and check linear equations and inequalities in two variables.
- c. Solve and graph absolute value equations and inequalities in one variable.
- d. Use algebraic and graphical methods to solve systems of linear equations and inequalities.
- e. Translate problem-solving situations into algebraic sentences, and determine solutions.

A4 Explore and communicate the characteristics and operations of polynomials.
- a. Classify polynomials, and determine the degree.
- b. Add, subtract, multiply, and divide polynomial expressions.
- c. Factor polynomials using algebraic methods and geometric models.
- d. Investigate and apply real number solutions to quadratic equations algebraically and graphically.
- e. Use convincing arguments to justify unfactorable polynomials.
- f. Apply polynomial operations to problems involving perimeter and area.

A5 Utilize various formulas in problem-solving situations.
- a. Evaluate and apply formulas (e.g., circumference, perimeter, area, volume, Pythagorean Theorem, interest, distance, rate, and time).
- b. Reinforce formulas experimentally to verify solutions.

[11] *Mississippi mathematics framework—Algebra I*. (2003). Retrieved October 10, 2007, from http://marcopolo.mde.k12.ms.us/frameworks/mathematics/ma_algebra_i.html.

c. Given a literal equation, solve for any variable of degree one.
d. Using the appropriate formula, determine the length, midpoint, and slope of a segment in a coordinate plane.
e. Use formulas (e.g., point-slope and slope-intercept) to write equations of lines.

A6 Communicate using the language of algebra.
a. Recognize and demonstrate the appropriate use of terms, symbols, and notations.
b. Distinguish between linear and non-linear equations.
c. Translate between verbal expressions and algebraic expressions.
d. Apply the operations of addition, subtraction, and scalar multiplication to matrices.
e. Use scientific notation to solve problems.
f. Use appropriate algebraic language to justify solutions and processes used in solving problems.

A7 Interpret and apply slope as a rate of change.
a. Define slope as a rate of change using algebraic and geometric representations.
b. Interpret and apply slope as a rate of change in problem-solving situations.
c. Use ratio and proportion to solve problems including direct variation (y=kx).
d. Apply the concept of slope to parallel and perpendicular lines.

A8 Analyze data, and apply concepts of probability.
a. Collect, organize, graph, and interpret data sets, draw conclusions, and make predictions from the analysis of data.
b. Define event and sample spaces, and apply to simple probability problems.
c. Use counting techniques, permutations, and combinations to solve probability problems.

Biology I[12]

Competencies and Suggested Objective(s)

B1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
a. Demonstrate the proper use and care for scientific equipment used in biology.
b. Observe and practice safe procedures in the classroom and laboratory.
c. Apply the components of scientific processes and methods in the classroom and laboratory investigations.
d. Communicate results of scientific investigations in oral, written, and graphic forms.

B2 Investigate the biochemical basis of life.
a. Identify the characteristics of living things.
b. Describe and differentiate between covalent and ionic bonds using examples of each.
c. Describe the unique bonding and characteristics of water that makes it an essential component of living systems.

[12] *Mississippi science framework—Biology I*. (2003). Retrieved October 10, 2007, from http://marcopolo.mde.k12.ms.us/frameworks/science/sci_biology_I.html.

d. Classify solutions using the pH scale, and relate the importance of pH to organism survival.
e. Compare the structure, properties, and functions of carbohydrates, lipids, proteins, and nucleic acids in living organisms.
f. Explain how enzymes work, and identify factors that can affect enzyme action.

B3 Investigate cell structures, functions, and methods of reproduction.
a. Differentiate between prokaryotic and eukaryotic cells.
b. Distinguish between plant and animal (eukaryotic) cell structures.
c. Identify and describe the structure and basic functions of the major eukaryotic organelles.
d. Describe the way in which cells are organized in multicellular organisms.
e. Relate cell membrane structure to its function in passive and active transport.
f. Describe the main events in the cell cycle and cell mitosis including differences in plant and animal cell divisions.
g. Relate the importance of meiosis to sexual reproduction and the maintenance of chromosome number.
h. Identify and distinguish among forms of asexual and sexual reproduction.

B4 Investigate the transfer of energy from the sun to living systems.
a. Describe the structure of ATP and its importance in life processes.
b. Examine, compare, and contrast the basic processes of photosynthesis and cellular respiration.
c. Compare and contrast aerobic and anaerobic respiration.

B5 Investigate the principles, mechanisms, and methodology of classical and molecular genetics.
a. Compare and contrast the molecular structures of DNA and RNA as they relate to replication, transcription, and translation.
b. Identify and illustrate how changes in DNA cause mutations, and evaluate the significance of these changes.
c. Analyze the applications of DNA technology (forensics, medicine, and agriculture).
d. Discuss the significant contributions of well-known scientists to the historical progression of classical and molecular genetics.
e. Apply genetic principles to solve simple inheritance problems including monohybrid crosses, sex-linkage, multiple alleles, incomplete dominance, and codominance.
f. Examine inheritance patterns using current technology (gel electrophoresis, pedigrees, and karyotypes).

B6 Investigate the concepts of natural selection as they relate to the diversity of life.
a. Analyze how organisms are classified into a hierarchy of groups and subgroups based on similarities and differences.
b. Identify characteristics of kingdoms including monerans, protists, fungi, plants, and animals.
c. Differentiate among major divisions of the plant and animal kingdoms (vascular/non-vascular; vertebrate/invertebrate).
d. Compare the structures and functions of viruses and bacteria relating their impact on other living organisms.

e. Identify evidence of change in species using fossils, DNA sequences, anatomical and physiological similarities, and embryology.
f. Analyze the results of natural selection in speciation, diversity, adaptation, behavior, and extinction.

B7 Investigate the interdependence and interactions that occur within an ecosystem.
a. Analyze the flow of energy and matter through various cycles including carbon, oxygen, nitrogen, and water cycles.
b. Interpret interactions among organisms in an ecosystem (producer/consumer/decomposer, predator/prey, symbiotic relationships and competitive relationships).
c. Compare variations, tolerances, and adaptations of plants and animals in major biomes.
d. Investigate and explain the transfer of energy in an ecosystem including food chains, food webs, and food pyramids.
e. Examine long-term and short-term changes to the environment as a result of natural events and human actions.

English II[13]

Competencies and Suggested Objective(s)

E1 Produce writing that reflects increasing proficiency through planning, writing, revising, and editing and that is specific to audience and purpose.
a. Produce individual and/or group compositions and/or projects to persuade, tell a story, describe, create an effect, explain, or justify an action or event, inform, entertain, and so forth.
b. Produce writing typically used in the workplace such as social, business, and technical correspondence; explanation of procedures; status reports; research findings; narratives for graphs; justification of decisions, actions, or expenses.
c. Write a response, reaction, interpretation, analysis, summary, and so forth of literature, other reading matter, or orally presented material.
d. Revise to ensure effective introductions, details, wording, topic sentences, and conclusions.

E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
a. Listen to determine the main idea and supporting details, to distinguish fact from opinion, and to determine a speaker's purpose or bias.
b. Speak with appropriate intonation, articulation, gestures, and facial expression.
c. Speak effectively to explain and justify ideas to peers, to inform, to summarize, to persuade, to entertain, to describe, and so forth.

E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
a. Read, view, and listen to distinguish fact from opinions and to recognize persuasive and manipulative techniques.

[13] *Mississippi language arts framework—English II*. (2003). Retrieved October 10, 2007, from http://marcopolo.mde.k12.ms.us/frameworks/language_arts/la_10.html.

b. Access both print and non-print sources to produce an I-Search paper, research paper, or project.
c. Use computers and audio-visual technology to access and organize information for purposes such as resumes, career search projects, and analytical writings, and so forth.
d. Use reference sources, indices, electronic card catalog, and appropriate research procedures to gather and synthesize information.

E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect using increasingly complex and abstract thinking.
a. Interact with peers to examine real world and literary issues and ideas.
b. Show growth in critical thinking, leadership skills, consensus building, and self-confidence by assuming a role in a group, negotiating compromise, and reflecting on individual or group work.

E5 Complete oral and written presentations that exhibit interaction and consensus within a group.
a. Share, critique, and evaluate works in progress and completed works through a process approach.
b. Communicate effectively in a group to present completed projects and/or compositions.
c. Edit oral and written presentations to reflect correct grammar, usage, and mechanics.

E6 Explore cultural contributions to the history of the English language and its literature.
a. Explore a variety of works from various historical periods, geographical locations, and cultures, recognizing their influence on language and literature.
b. Identify instances of dialectal differences that create stereotypes, perceptions, and identities.
c. Recognize root words, prefixes, suffixes, and cognates.
d. Relate how vocabulary and spelling have changed over time.

E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
a. Listen to and read aloud selected works to recognize and respond to the rhythm and power of language to convey a message.
b. Read aloud with fluency and expression.
c. Analyze the stylistic devices such as alliteration, assonance, word order, rhyme, onomatopoeia, and so forth that make a passage achieve a certain effect.
d. Demonstrate how the use of language can confuse or inform, repel or persuade, or inspire or enrage.
e. Analyze how grammatical structure or style helps to create a certain effect.

E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
a. Read and explore increasingly complete works, both classic and contemporary, for oral discussion and written analysis.
b. Read, discuss, and interpret literature to make connections to life.
c. Read from a variety of genres to understand how the literary elements contribute to the overall quality of the work.

d. Identify qualities in increasingly complex literature that have produced a lasting impact on society.
e. Read for enjoyment, appreciation, and comprehension of plot, style, vocabulary, and so forth.

E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
a. Infuse the study of grammar and vocabulary into written and oral communication.
b. Demonstrate, in the context of one's own writing, proficient use of the conventions of standard English, including, but not limited to, the following: complete sentences, subject-verb agreement, plurals, spellings, homophones, possessives, verb forms, punctuation, capitalization, pronouns, pronoun-antecedent agreement, parallel structure, and dangling and misplaced modifiers.
c. Give oral presentations to reinforce the use of standard English.
d. Employ increasingly proficient editing skills to identify and solve problems in grammar, usage, and structure.

E10 Use language and critical thinking strategies to serve as tools for learning.
a. Use language to facilitate continuous learning, to record observations, to clarify thought, to synthesize information, and to analyze and evaluate language.
b. Interpret visual material orally and in writing.

U.S. History from 1877[14]

Competencies and Suggested Objective(s)

H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
a. Apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues (e.g., gold standard, free coinage of silver, tariff issue, laissez faire, deficit spending, etc.).
b. Explain the emergence of modern America from a domestic perspective (e.g., frontier experience, Industrial Revolution and organized labor, reform movements of Populism and Progressivism, Women's Movement, Civil Rights Movement, the New Deal, etc.).
c. Explain the changing role of the United States in world affairs since 1877 through wars, conflicts, and foreign policy (e.g., Spanish-American War, Korean conflict, containment policy, etc.).
d. Trace the expansion of the United States and its acquisition of territory from 1877 (e.g., expansionism and imperialism).

H2 Describe the impact of science and technology on the historical development of the United States in the global community.
a. Analyze the impact of inventions on the United States (e.g., telephone, lightbulb, etc.).
b. Examine the continuing impact of the Industrial Revolution on the development of the United States (e.g., mass production, computer operations, etc.).

[14] *Mississippi social studies framework—U.S. History from 1877*. (2003). Retrieved October 10, 2007, from http://marcopolo.mde.k12.ms.us/frameworks/social_studies/ss_us_history.html.

c. Describe the effects of transportation and communication advances since 1877.

H3 Describe the relationships of people, places, and environments through time.

a. Analyze human migration patterns since 1877 (e.g., rural to urban, the Great Migration, etc.).

b. Analyze how changing human, physical, and geographic characteristics can alter a regional landscape (e.g., urbanization, Dust Bowl, etc.).

H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).

a. Interpret special purpose maps, primary/secondary sources, and political cartoons.

b. Analyze technological information on graphs, charts, and timelines.

c. Locate areas of international conflict (e.g., Caribbean, Southeast Asia, Europe, etc.).

H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

a. Examine various reform movements (e.g., Civil Rights, Women's Movement, etc.).

b. Examine the government's role in various movements (e.g., arbitration, 26th Amendment, etc.).

c. Examine the role of government in the preservation of citizens' rights (e.g., 19th Amendment, Civil Rights Act of 1964, etc.).

d. Examine individuals' duties and responsibilities in a democratic society (e.g., voting, volunteerism, etc.).

Appendix D: 21st Century Skills[15]

CS1 Global Awareness

- Using 21st century skills to understand and address global issues
- Learning from and working collaboratively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts
- Promoting the study of non-English language as a tool for understanding other nations and cultures

CS2 Financial, Economic, and Business Literacy

- Knowing how to make appropriate personal economic choices
- Understanding the role of the economy and the role of business in the economy
- Applying appropriate 21st century skills to function as a productive contributor within an organizational setting
- Integrating oneself within and adapting continually to the nation's evolving economic and business environment

CS3 Civic Literacy

- Being an informed citizen to participate effectively in government
- Exercising the rights and obligations of citizenship at local, state, national, and global levels
- Understanding the local and global implications of civic decisions
- Applying 21st century skills to make intelligent choices as a citizen

CS4 Information and Communication Skills

- Information and media literacy skills: Analyzing, accessing, managing, integrating, evaluating, and creating information in a variety of forms and media; understanding the role of media in society
- Communication skills: Understanding, managing, and creating effective oral, written, and multimedia communication in a variety of forms and contexts

CS5 Thinking and Problem-Solving Skills

- Critical thinking and systems thinking: Exercising sound reasoning in understanding and making complex choices, understanding the interconnections among systems
- Problem identification, formulation, and solution: Ability to frame, analyze, and solve problems
- Creativity and intellectual curiosity: Developing, implementing, and communicating new ideas to others, staying open and responsive to new and diverse perspectives

CS6 Interpersonal and Self-Directional Skills

- Interpersonal and collaborative skills: Demonstrating teamwork and leadership, adapting to varied roles and responsibilities, working productively with others, exercising empathy, and respecting diverse perspectives
- Self-direction: Monitoring one's own understanding and learning needs, locating appropriate resources, and transferring learning from one domain to another
- Accountability and adaptability: Exercising personal responsibility and flexibility in personal, workplace, and community contexts; setting and meeting high standards and goals for one's self and others; tolerating ambiguity

[15] *21st century skills.* (n.d.). Washington, DC: Partnership for 21st Century Skills.

- ~~Social responsibility: Acting responsibly with the interests of the larger community in mind; demonstrating ethical behavior in personal, workplace, and community contexts~~

Appendix E: Rubrics

Poster Assessment Rubric

	Exemplary 4 Points	Accomplished 3 Points	Developing 2 Points	Beginning 1 Point	Score
Required Content	The poster includes all required content elements as well as additional information.	All required content elements are included on the poster.	All but one of the required content elements are included on the poster.	Several required content elements were missing.	
Labels	All items of importance on the poster are clearly labeled with labels that are easy to read.	Almost all items of importance on the poster are clearly labeled with labels that are easy to read.	Many items of importance on the poster are clearly labeled with labels that are easy to read.	Labels are too small to read, or no important items were labeled.	
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout, and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed.	
Grammar	There are no grammatical or mechanical mistakes on the poster.	There are 1 to 2 grammatical or mechanical mistakes on the poster.	There are 3 to 4 grammatical or mechanical mistakes on the poster.	There are more than 4 grammatical or mechanical mistakes on the poster.	

Written Report Assessment Rubric

	Exemplary	**Accomplished**	**Developing**	**Beginning**	**Score**
	4 points	**3 points**	**2 points**	**1 point**	
Content	Clear thesis and focus that remain apparent	Thesis and focus that remain apparent	Addresses subject matter with minimal support	Does not focus on topic	
Grammar	Correct and effective use of grammar and mechanics	Occasional errors in use of grammar and mechanics	Problems in use of grammar and mechanics	Repeated errors in use of grammar and mechanics	
Organization	Ideas flow smoothly and logically with clarity and coherence	Logical order and appropriate sequencing of ideas with adequate transition	Some evidence of an organizational plan or strategy	Lacks organization	

Presentation Assessment Rubric

	Exemplary	**Accomplished**	**Developing**	**Beginning**	**Score**
	4 points	**3 points**	**2 points**	**1 point**	
Content	Clear, appropriate, and correct	Mostly clear, appropriate, and correct	Somewhat confusing, incorrect, or flawed	Confusing, incorrect, or flawed	
Clarity	Logical, interesting sequence	Logical sequence	Unclear sequence	No sequence	
Presentation	Clear voice and precise pronunciation	Clear voice and mostly correct pronunciation	Low voice and incorrect pronunciation	Mumbling and incorrect pronunciation	
Visual Aids	Attractive, accurate, and grammatically correct	Adequate, mostly accurate, and few grammatical errors	Poorly planned, somewhat accurate, and some grammatical errors	Weak, inaccurate, and many grammatical errors	
Length	Appropriate length	Slightly too long or short	Moderately too long or short	Extremely too long or short	
Eye Contact	Maintains eye contact, seldom looking at notes	Maintains eye contact most of time but frequently returns to notes	Occasionally uses eye contact but reads most of information	No eye contact because reading information	

Role-play or Skit Assessment Rubric

	Excellent **4 Points**	**Good** **3 Points**	**Average** **2 Points**	**Needs Improvement** **1 Point**	**Total**
Accuracy	All information accurate	Almost all information accurate	Most information accurate	Very little information accurate	
Role	Excellent character development; student contributed in a significant manner	Good character development; student contributed in a cooperative manner	Fair character development; student may have contributed	Little or no character development; student did not contribute much at all	
Knowledge Gained	Can clearly explain several ways in which his/her character "saw" things differently than other characters and can explain why	Can clearly explain several ways in which his/her character "saw" things differently than other characters	Can clearly explain one way in which his/her character "saw" things differently than other characters	Cannot explain any way in which his/her character "saw" things differently than other characters	
Props	Used several props and showed considerable creativity	Used 1 or 2 appropriate props that made the presentation better	Used 1 or 2 props that made the presentation better	Used no props to make the presentation better	
Required Elements	Included more information than required	Included all required information	Included most required information	Included less information than required	

Group Work Assessment Rubric

	Highly Successful	**Meeting Success**	**Experiencing Difficulty**	**Score**
	3 points	2 points	1 point	
Sharing	Shared ideas with others	Occasionally shared ideas with others	Seldom shared ideas with others	
Listening	Always listened to peers	Occasionally listened to peers	Ignored ideas of peers	
Respecting	Interacted with, encouraged, and supported ideas of others	Occasionally encouraged and supported others	Seldom encouraged and supported others	
Participating	Shared task equally with group members	Did most of the task	Did very little of the task	

Business Letter Assessment Rubric

	Excellent **4 Points**	**Proficient** **3 Points**	**Needs Improvement** **2 points**	**Unsatisfactory** **1 Point**
Layout/Design	Creatively designed, easily read, excellent business letter	Attractive, easy to read, good business letter	Appears busy or boring, difficult to read, needs improvement	Unattractive or inappropriate, very difficult to read, not acceptable
Information, Style, Audience, Tone	Information is accurate and complete, very well written and presented	Well written and interesting to read	Some information is provided but is limited or inaccurate	Poorly written, inaccurate, or incomplete
Accurate Parts	Complete with all required parts	Some elements may be missing	Most elements missing or out of place	Proper form for a letter not used
Grammar, Punctuation, Wording	Excellent presentation, style, grammar, and punctuation	Fair presentation, style, grammar, and punctuation	Missing information and inaccurate punctuation and/or grammar	Poor grammar, punctuation, and wording
Following Directions and Guidelines	Always on task, always follows directions	Followed directions with some guidance	Required a good bit of extra guidance	Did not follow directions and did not ask for extra help

Resume Assessment Rubric

	Excellent **25 Points**	**Well Done** **20 Points**	**Meets Standards** **15 Points**	**Beginning** **10 Points**	**No Evidence** **0 Points**	**Score**
Format	Resume contains name, address, objective, education, experience, and references; all words spelled correctly	Contains at least 6 of the criteria, no more than two spelling errors	Contains at least 5 of the criteria, no more than four spelling errors	Contains minimal information, more than four spelling errors	Assignment was not submitted	
Education	Education includes all schools attended, graduation dates, diploma/degree awarded, and major field of study	Education includes three of the criteria	Education includes two of the criteria	Education includes one of the criteria	Assignment was not submitted	
Experience	Experience includes internships, entry-level jobs, and current position	Experience includes two of the criteria	Experience includes one of the criteria	Experience includes current position only	Assignment was not submitted	
Factual	Contains factual names and dates; is believable	Resume is fairly believable with factual names or dates	Resume has unrealistic dates or names	Resume is unrealistic and contains conflicting information	Assignment was not submitted	

Portfolio Assessment Rubric

	Excellent **5 Points**	**Good** **4 Points**	**Needs Some Improvement** **3 Points**	**Needs Much Improvement** **2 Points**	**Unsatisfactory** **1 Point**	**Score**
Visual Appeal						
Cover Page						
Table of Contents						
Letter of Introduction						
Letter of Recommendation						
Resume						
Content						

Case Study Assessment Rubric

	Excellent **4 Points**	**Accomplished** **3 Points**	**Needs Improvement** **2 Points**	**Unsatisfactory** **1 Point**
Comprehension	Shows complete understanding of the issues and grasps implications beyond the immediate issue	Asks for more details to clarify understanding of the issue	Shows partial understanding of the issue but does not ask for clarification	Resists attempts to get clarification
Strategizing	Develops realistic strategies that would provide a satisfactory conclusion	Chooses appropriate strategies that may satisfy	Shows evidence of strategy that may or may not satisfy	Needs assistance to choose a strategy
Innovation	Devises more than one resolution to the problem	Offers a solution	Offers a solution with a limited point of view	Shows some understanding of the problem
Communications	Convincingly communicates resolution	Explains solution so others can understand	Conveys an opinion	Unsure of how to explain

Food Preparation Lab Assessment Rubric

	Exceptional 5 Points	**Good 4 Points**	**Average 3 Points**	**Poor 2 Points**	**Needs Improvement 1 Point**	**Total**
Planning	Exceptionally prepared, well planned and thought out, very efficient	Good planning evident before, during, and after	Adequate planning, efficient	Little planning, lacking in efficiency	No evident planning, inefficient	
Preparation and Technique	Completed assignment before time, exceptional demonstration of skill, beyond expectations	Completed assignment on time, proficient organization, properly demonstrates skills with little help	Completed assignment pretty much on time, average organization, acceptable skills	Completed assignment with extra time, poor organization, needs practice with skills	Did not complete assignment, wasted time, unacceptable skills	
Sanitation	Exceptional personal hygiene and appearance, clean and sanitary workspace, clean equipment and utensils	Good personal hygiene and appearance, clean and sanitary workspace, clean equipment and utensils	Adequate personal hygiene and appearance, moderately clean and sanitary workspace, most equipment and utensils clean	Poor hygiene and appearance, needed prompting to clean and sanitize workspace, equipment, and utensils	Improper hygiene and appearance, had to correct before beginning, workspace not clean and sanitary, possible cross-contamination, no cleaning of equipment and utensils	
Equipment	Very cautious with tools and equipment	Demonstrated respect for tools and equipment	Provided adequate care of tools and equipment	Careless with tools and equipment	Improper use of tools and equipment	
					Grand Total	

Prepared Food Assessment Rubric

	Possible Points	**Points Earned**	**Comments**
Appropriate Preparation Techniques	**25**		
Presentation and Creativity	**10**		
Serving Temperature	**10**		
Taste, Texture, and Flavor	**25**		
Garnish	**10**		
Followed the Recipe	**20**		
Total			

Interview Assessment Rubric

	Excellent 4 Points	**Good 3 Points**	**Needs Improvement 2 Points**	**Unacceptable 1 Point**	**Total**
Body language displays confidence					
Eye contact maintains good eye contact with interviewer					
Introduction provides a self-introduction					
Handshakes extends hand and shakes firmly					
Dress appropriate for an interview, business attire					
Language concise and grammatically correct					
Questions asks appropriate questions, demonstrates a knowledge of the business					
Closure responds appropriately					

Group Participation Assessment Rubric

	Beginning	**Developing**	**Accomplished**	**Exemplary**	**Score**
	1 point	2 points	3 points	4 points	
Group Discussions	Rarely contributed to discussions of the group	Contributed good effort to discussions of the group	Contributed great effort to discussions of the group	Contributed exceptional effort to discussions of the group	
On-task Behavior	Exhibited on-task behavior inconsistently	Exhibited on-task behavior some of the time	Exhibited on-task behavior most of the time	Exhibited on-task behavior consistently	
Helping Others	Did not assist other group members	Seldom assisted other group members	Occasionally assisted other group members	Assisted other group members	
Listening	Ignored ideas of group members	Seldom listened to ideas of group members	Occasionally listened to ideas of group members	Always listened to ideas of group members	

Bulletin Board/Visual Display Assessment Rubric

Category	Possible Points	Points Earned
Title: Eye-catching, states a purpose, and conveys a message	10	
Appropriate Use of Space: Layout and design is creative and easily read	10	
Accuracy of Information: Major points are clearly defined	20	
Correct use of grammar and spelling	10	
Artistic Appeal: Border applied	10	
Attractive color scheme	20	
Neatly presented artwork, drawings, cut-outs, and lettering neatly presented	20	
	100	

Student Notebook Rubric

CATEGORY	Excellent 4	Very Good 3	Satisfactory 2	Needs Work 1	SCORE
Content	Clear and complete description of the activity is recorded. All major points are documented.	Very good description of the activity is recorded. Most major points are documented.	Good description of the activity is recorded. Some major points have been omitted.	Limited description of the activity is recorded. Very few major points are documented.	
Insight and understanding	Definite insights into the implications of the activity are recorded. Awareness of complexity of issues and situations is present.	Some insight into the issue or situation is recorded. Some sense of complexity is present.	Insight is present from a more simplistic standpoint.	Only limited insight is recorded.	
Application	Content of the activity is connected to the student's goals.	Content of the activity is connected to the field of design.	Content of the activity is related to design in general.	Only limited connections are made between the content of the activity and design.	
Total Score:					

Written Report Checklist

_____/16 Preparation
_____/28 Organization
_____/24 Thoroughness
_____/19 Extra Materials
_____/13 Final Report

Preparation:

1. _____/2 Information written (neatly)
2. _____/2 Sources used listed
3. _____/5 Worked every day (did not waste time)
4. _____/5 Has all materials ready for use
5. _____/2 Cooperative

Organization

1. _____/2 Report in a logical order
2. _____/2 Interesting manner
3. _____/20 Notebook check
4. _____/2 Understanding of topic
5. _____/2 Spelling and sentence structure (do not copy from books)

Thoroughness

1. _____/5 Main points given
2. _____/5 Details to explain given
3. _____/5 Information presented clearly
4. _____/4 More than one source used
5. _____/5 Extra materials are appropriate

Extra Materials

1. _____/2 Neatness
2. _____/7 Creativity
3. _____/2 Dramatic value
4. _____/3 Useful
5. _____/5 Correctness

Final Report

1. _____/3 Written clearly
2. _____/2 Organized
3. _____/2 Sources documented correctly
4. _____/2 Spelling
5. _____/2 Grammar
6. _____/2 Neatness

_____/100 Total points earned

Student Journal Rubric

CATEGORY	Excellent 4	Very Good 3	Satisfactory 2	Needs Work 1	SCORE
Writing Quality	There is a strong writing style and ability to express concepts learned. Excellent spelling, grammar, syntax, spelling, and so forth.	There is a good writing style and ability to express concepts learned. Very good grammar, syntax, spelling, and so forth.	There is a writing style that conveys meaning adequately. Some minor grammatical, syntax, and spelling errors.	There is difficulty in expressing concepts. There is limited syntax. There are noticeable grammatical and spelling mistakes.	
Content	Clear and complete description of the activity is recorded. All major points are documented.	Very good description of the activity is recorded. Most major points are documented.	Good description of the activity is recorded. Some major points have been omitted.	Limited description of the activity is recorded. Very few major points are documented.	
Insight and Understanding	Definite insights into the implications of the activity are recorded. Awareness of complexity of issues and situations is present.	Some insight into the issue or situation is recorded. Some sense of complexity is present.	Insight is present from a more simplistic standpoint.	Only limited insight into the issue or situation is recorded.	
Application	Content of the activity is connected to the student's personal life and goals.	Content of the activity is connected to the field of agriculture.	Content of the activity is related to life in general.	Only limited connections are made between the content of the activity and the surrounding world.	
Total Score					

~~Guest Speaker Evaluation Form~~

~~Student Name: _____~~
~~Date: _____~~

~~Name of Speaker: _____~~

1. ~~List 5 main ideas expressed in the presentation:~~
   1. ~~_____~~
   2. ~~_____~~
   3. ~~_____~~
   4. ~~_____~~
   5. ~~_____~~

2. ~~Write a brief summary relating the topics of the presentation to your life.~~

Guest Speaker Evaluation

Student name: _____
Guest Speaker's Name: _____
Date: _____

1. Please evaluate the following statements with a check mark in the appropriate space:

Key: SA – Strongly Agree, A – Agree, N – Neutral, D – Disagree, SD, Strongly Disagree

	SA	A	N	D	SD
The presentation stimulated my interest.	( )	( )	( )	( )	( )
Content was clearly presented.	( )	( )	( )	( )	( )
Content was challenging.	( )	( )	( )	( )	( )
Handouts and materials were helpful.	( )	( )	( )	( )	

2. Please rate the guest speaker:
____ Extraordinary ____Excellent ____ Good ____ Fair ____Poor
Additional Comments:

3 What was your favorite element of the presentation?

4. What career or lifestyle knowledge did you take from the presentation?

5. What was your favorite part of the presentation?

6. How would you improve or change the presentation?

7. What do you still need or want to know?