

Family Dynamics

Resource Document

7/1/2015

Standard 1.0 Apply strategies to improve self-awareness through the assessment of personal characteristics, personal appearance, and personal values and goals	
Performance Indicator 1.1 Analyze personal characteristics that communicate a positive impression	Recommended Application/Activity
1.1.1 Identify personal characteristics that communicate a positive impression	<ul style="list-style-type: none"> • List personal characteristics that communicate a positive impression, such as: <ul style="list-style-type: none"> ○ Appearance ○ Hygiene ○ Speech/Grammar ○ Body language • Create a report explaining character/moral and personality developmental theorists. Ex: Maslow, Havinghurst, and Erickson
1.2.1 Evaluate personal characteristics and the impressions those convey to others	<ul style="list-style-type: none"> • Create a chart comparing personal characteristics and model characteristics and the impressions that those characteristics are likely to trigger • Write a reflection of personal characteristics as compared to model characteristics (Ex: Where am I and where do I need to be?)
Performance Indicator 1.2 Assess the importance of having a positive self-concept, examining ways to improve self-concept	Recommended Application/Activity
1.2.1 Discuss ways personal appearance influences self-concept	<ul style="list-style-type: none"> • Create a “Commercial of Me” in which the student “sells” himself/herself • Write a paragraph explaining statements dealing with self-concept. Ex: “You can’t love others until you love yourself.”
1.2.2 Evaluate the personal impact of positive and negative character traits	<ul style="list-style-type: none"> • Classify traits as positive or negative and provide reasons for the classification • Examine each of the following character traits, noting the impact each has on character development and self-concept: <ul style="list-style-type: none"> ○ Respect ○ Inegrity ○ Trustworthiness ○ Dependability ○ Empathy • Analyze a character (either real or fictional) from an assigned reading and identify traits as positive or negative • Write a detailed portrayal of the character traits of a real or fictional person

Performance Indicator 1.3 Evaluate influences on one's values and goals, predicting the impact of each	Recommended Application/Activity
1.3.1 Develop personal short- and long-term goals	<ul style="list-style-type: none"> • Identify one long term goal and then develop three short term goals that can be used to reach the long-term goal
1.3.2 Differentiate between needs and wants , analyzing how personal values influence goals	<ul style="list-style-type: none"> • List influences on personal values, including: <ul style="list-style-type: none"> ○ Family ○ Peers ○ Society ○ Environment ○ Culture ○ Religion • Draw a graphic representation (ex: life-map) of actual events that have occurred from present day extending to a designated age in the future, including ages at which major events and changes may take place • Describe how current goals and values may change because of major life events and changes • Analyze how factors influenced the goals and values of actual persons, historical or currentWrite a personal mission statement
1.3.3 Predict how one's values and goals will change with time and circumstance	<ul style="list-style-type: none"> • Write a narrative about where you want to be in 10 years
<i>Standard 2.0 Exercise the rights and responsibilities of citizenship</i>	
Performance Indicator 2.1 Examine rights and responsibilities of citizenship	Recommended Application/Activity

<p>2.1.1 Investigate individual rights and responsibilities as a citizen</p>	<ul style="list-style-type: none"> • With a team, develop a “Code of Good Citizenship” for school age students. Be prepared to defend the proposed code based on research, reasoning, and evidence • Examine individual rights as a citizen, including: <ul style="list-style-type: none"> ○ Education ○ Equal protection ○ Fair and speedy trial ○ Freedom from discrimination ○ Freedom of speech ○ Travel freely within the country ○ Voting • Research the Bill of Rights to determine citizens’ rights • Develop and initiate a project for the FCCLA National Program, Leadership Service in Action • Describe the rights, as granted by law, to citizens of different nations • Create a pamphlet on the rights and responsibilities of citizens • Examine the benefit of being a school or community volunteer • Compare class rules, school rules, and community rules (laws) using a visual diagram • Describe the responsibilities, as required by law, to citizens of different nations
<p>2.1.2 Assess the need for citizens to be concerned with ecology</p>	<ul style="list-style-type: none"> • Create a poster, Podcast, or other type of presentation on how an individual can impact the ecology of their community • Plan and initiate a cooperative project to improve the community environment
<p>2.1.3 Analyzes ways taxes are used to fund public services</p>	<ul style="list-style-type: none"> • Analyze a designated number of government services to determine the beneficiaries, the managerial governance, and the source of funding for operations of the services • Identify types of taxes collected and the services paid for by each, such as: <ul style="list-style-type: none"> ○ Military ○ Education ○ Transportation ○ Health ○ Public services
<p>2.1.4 Demonstrate accepted etiquette for symbols of organizations, community, or national designation, exploring the concept of patriotism</p>	<ul style="list-style-type: none"> • Use digital media to develop cooperative presentations of research conducted regarding accepted standards of behavior to include (but not limited to) the following: <ol style="list-style-type: none"> 1. Pledge of allegiance 2. Flag care and presentation 3. National anthem 4. School alma mater 5. FCCLA creed

Performance Indicator 2.2 Demonstrate ways to influence government	Recommended Application/Activity
2.2.1. Research Arkansas voting requirements and procedures, including the requirement for selective service registration	<ul style="list-style-type: none"> • Plan a mock election, modeling voting requirements and procedures on actual laws • Using digital media, create a brochure outlining requirements for selective service registration • Debate the pros and cons of mandatory military service. Provide evidence from various texts to support point of view • Develop a project for the Advocacy STAR Events
2.2.2 Investigate local and state public officials to determine their stand on issues of interest	<ul style="list-style-type: none"> • Research a current political candidate to determine his or her platform • Compose a letter to an elected official regarding personal thoughts about a current topic of interest • Create campaign paraphernalia for a candidate whose ideology is personally similar to student's own
<i>Standard 3.0 Demonstrate respectful and caring relationships in the family, workplace, and community</i>	
Performance Indicator 3.1 Analyze communication styles and their effects on relationships	Recommended Application/Activity
3.1.1 Differentiate between verbal and non-verbal communication techniques	<ul style="list-style-type: none"> • Demonstrate active listening skills • Complete an on-line assessment for (www.arkansasatwork.org) listening skills • Develop a project for the Illustrated Talk STAR Event
3.1.2 Demonstrate communication skills that contribute to positive relationships	<ul style="list-style-type: none"> • Role-play a variety of communication skills including: <ul style="list-style-type: none"> ○ I-messages ○ You-messages ○ We-messages ○ Listening skills ○ Empathy ○ Feedback ○ Clarification ○ Self-control • Write five “you messages” that may be sent by a person that feels: <ol style="list-style-type: none"> 1. Threatened 2. Insulted 3. Criticized

	<p>4. Hurt 5. Ignored</p> <p>Then change the “you messages” to “I-messages.”</p> <ul style="list-style-type: none"> • Demonstrate how negative messages can be revised into constructive ones by performing the messages aloud for the class
<p>3.1.3 Evaluate effective conflict resolution techniques</p>	<ul style="list-style-type: none"> • Create a collage that reflects personal ideas, feelings and knowledge about conflict resolution • Research several conflict resolution techniques to determine how each of the following affects the process or outcome: <ul style="list-style-type: none"> ○ Mediation ○ Timing (walking away, taking a breath, counting to 10) ○ Negotiation ○ Develop a project for the STOP The Violence National Program • Debate and defend or refute (based on researched evidence-not opinion) common advice such as “get it out of your system”
<p>Performance Indicator 3.2 Analyze functions and expectations of various types of relationships</p>	<p style="text-align: center;">Recommended Application/Activity</p>
<p>3.2.1 Investigate different types of relationships, noting the function of each</p>	<ul style="list-style-type: none"> • Research relationships, examining the need for and function of each: <ul style="list-style-type: none"> ○ Friendship ○ Dating (Infatuation) ○ Marriage (Intimacy, love) ○ Family (function at each stage of the family life cycle, identifying <u>dysfunctional family traits</u>) ○ Co-workers • Research dating customs and patterns in other countries • Develop a project for the Families First National Program • Complete an on-line assessment (www.arkansasatwork.org) for teamwork • Develop a brochure/chart that compares the signs of healthy relationships to the signs of problem relationships
<p>3.2.2 Evaluate the need for an engagement period prior to marriage, examining issues that should be addressed during the engagement</p>	<ul style="list-style-type: none"> • Answer the question: What are engagements for and what is the appropriate length for the engagement period? Include the following in discussion: <ul style="list-style-type: none"> ○ Wedding planning ○ Pre-marital/Marriage counseling ○ Life plans/goals ○ Career plans ○ Parenting decisions

	<ul style="list-style-type: none"> ○ Prenuptial agreements ○ Money management ● Plan a wedding ● Research engagement and wedding traditions in different eras, economic classes, and societies. Use multiple media to present findings to class ● Develop scenarios in which unresolved issues (such as those listed) may impact a relationship. Justify personal views and make connections about the importance of communication, consideration, and compromise ● Analyze an assigned text to conclude probable or likely causes of disagreements in relationships
<p>3.2.3 Assess the characteristics of a successful marital relationship</p>	<ul style="list-style-type: none"> ● List the traits and characteristics that contribute to a successful marriage, including: <ul style="list-style-type: none"> ○ Faithfulness ○ Honesty ○ Communication ○ Friendship ○ Realistic expectations ○ Adjustments ○ Positive attitude ○ Respect ○ Role fulfillment ○ Relationship with in-laws ○ Age/maturity ● Hypothesize the reasons why people are attracted to others with certain characteristics and traits. Support the theory with evidence and reason ● Develop a project for the Families First National Program ● Research family life in another society. Look for information about how the families in that society fulfill their functions. Write a report on the findings and compare the findings to customs of the United States ● Analyze an assigned text to identify characteristics which make marriage relationships successful or unsuccessful
<p>Performance Indicator 3.3 Assess the impact of a marital breakup or divorce on family members</p>	<p>Recommended Application/Activity</p>
<p>3.3.1 Examine factors that constitute grounds to obtain a divorce, legal separation, and/or annulment</p>	<ul style="list-style-type: none"> ● Research Arkansas divorce laws ● Research divorce mediation ● Write a report on the effects of divorce on children

	<ul style="list-style-type: none"> • Survey ten adults of various ages to determine attitudes toward divorce. (EX: “Do you think divorce is taken too casually today?”) Record the ages and answers. Compile your findings with those of the class. Draw conclusions from the data and defend your conclusions
<p>3.3.2 Investigate the responsibility of divorced couples to children and to each other</p>	<ul style="list-style-type: none"> • Define terms commonly-associated with divorce: <ul style="list-style-type: none"> ○ Custody ○ Joint custody ○ Sole custody ○ Child support ○ Alimony ○ Division of property • Describe each type of custody arrangement. Identify the pros and cons of each for children and parents • Plan an activity for your family that will promote stability and encourage interaction among all family members. Use the planning process to include the steps you will need to take to make this activity happen
<p>Standard 4.0 Make personal decisions that have a positive effect on health and well-being</p>	
<p>Performance Indicator 4.1 Develop a plan for personal wellness</p>	<p>Recommended Application/Activity</p>
<p>4.1.1 Assess the need for Dietary Guidelines for Americans</p>	<ul style="list-style-type: none"> • Develop a week’s menu and activity plan that meets your needs based on the Dietary Guidelines for Americans • Plan an FCCLA student body activity • Develop a Nutrition and Wellness STAR Event • Develop a Sports Nutrition STAR Event • Develop a Food Innovations STAR Event

<p>4.1.2 List factors that influence meal planning decisions</p>	<ul style="list-style-type: none"> • List factors that influence meal planning decisions, including: <ul style="list-style-type: none"> ○ Budget ○ Time ○ Skill level ○ Equipment ○ Food preferences ○ Health of family members ○ Culture/religion • Make a sample grocery shopping list for a week’s groceries for a family of four • Categorize items according to: produce, frozen, paper, and other. Describe how categorizing items according to their location in your grocery store allows for more efficient shopping • Explore www.choosemyplate.gov to develop a personalized healthy diet plan
<p>4.1.3 Determine the nutrient content of foods by analyzing nutrition facts panels</p>	<ul style="list-style-type: none"> • Define: <ul style="list-style-type: none"> ○ Nutrition facts panel ○ Nutrition labeling ○ Nutrients • Take an interactive quiz on nutrition facts food label • Identify at least one “food” issue currently in the news (EX: Food safety, Gluten intolerance, High fructose sugars) and research the issue to present the facts based on scientific research
<p>4.1.5 Develop guidelines for making healthy choices when dining out</p>	<ul style="list-style-type: none"> • Use a variety to restaurant menus to compare healthy food choices
<p>Performance Indicator 4.2 Assess the effects of stress on overall health and well-being</p>	<p style="text-align: center;">Recommended Application/Activity</p>
<p>4.2.1 Investigate the symptoms of stress</p>	<ul style="list-style-type: none"> • Research both the negative and positive effects of stress. Present and defend findings • Research both the negative and positive symptoms of stress. Present and defend findings
<p>4.2.2 Evaluate the effectiveness of positive stress management techniques</p>	<ul style="list-style-type: none"> • Make a list of all personal stressors. Describe current way of dealing with the situation and a healthy, alternative way to deal with the stress caused by the situation <ul style="list-style-type: none"> ○ Identify positive techniques for stress management, such as: ○ Fitness (wellness) ○ Time out

	<ul style="list-style-type: none"> ○ Talking to someone ○ Laughter ● Brainstorm different relaxation methods and practice the techniques ● Identify persons who can help one deal with stress and ways that a person can lend support to someone who is experiencing the negative effects of stress
4.2.3 Analyze consequences of negative behavior techniques for dealing with stress. Identify negative techniques for stress management	<ul style="list-style-type: none"> ● Identify negative techniques for stress management, proposing alternative, healthy techniques for stress management. Include the following in discussions: <ul style="list-style-type: none"> ○ Substance abuse ○ Alcohol abuse ○ Tobacco use ○ Eating disorders (bulimia, anorexia nervosa, binge eating disorder) ○ Reckless behaviors ● Discuss with a health professional sources of assistance and help to deal with stress
<i>Standard 5.0 Evaluate the positive impact and benefits of being an informed consumer</i>	
Performance Indicator 5.1 Investigate multiple techniques for managing resources	Recommended Application/Activity
5.1.1 Compare multiple sample budgets	<ul style="list-style-type: none"> ● Create a personal spending plan ● Plan a project for the FCCLA Financial Fitness National Program ● Develop a project for the FCCLA STAR Event, Life Event Planning
5.1.2 Differentiate between fixed and flexible expenses	<ul style="list-style-type: none"> ● Classify expenses as “fixed” or “flexible” ● Analyze several sample budgets; propose amendments to budgets based on needs and wants
5.1.3 Assess the personal benefits of utilizing time management techniques	<ul style="list-style-type: none"> ● Keep a time log for a designated period of time to track how personal time is being used. Propose methods to improve the efficiency of the use of personal time ● Create a personal time management plan. Consider constraints such as: a 24-hour day, seven-day week, time for homework, time for sleep, time for transportation, time for friends, time for family, time for work, etc.
Performance Indicator 5.2 Investigate consumer banking services	Recommended Application/Activity
5.2.1 Assess the need for a checking	<ul style="list-style-type: none"> ● Identify the role of each of the following in banking activities:

account, investigating the tools available for account management	<ul style="list-style-type: none"> ○ Check ○ Check register (reconcile) ○ Debit card ○ Bank draft ○ Deposit slip ○ Withdrawal slip ○ Check image ● Demonstrate check writing, check recording, and reconciliation skills ● Use a checkbook guide, complete monthly transactions and reconcile them (http://www.econedlink.org/lessons/index) ● Discuss checking account abuses and ways to prevent them <ul style="list-style-type: none"> 1. Scams 2. Fraud 3. Identity theft 4. Check cashing services
5.2.2 Explore types of savings accounts offered at financial institutions	<ul style="list-style-type: none"> ● Research the services of several financial institutions and accounts to determine which savings account would produce the greatest amount of return ● Research savings habits and behaviors of citizens today and in the past. Discuss as a group the implications that these habits pose. Support opinions with evidence and reason
5.2.3 Investigate how computer technology has influenced the banking industry	<ul style="list-style-type: none"> ● Research the safety of using online banking and ATMs ● Discuss with a local bank representative advice regarding personal finance management, savings and investment monitoring, and tax planning ● Use electronic software to develop personal financial spending/budgeting plans ● Debate the pros and cons of electronic banking
Performance Indicator 5.3 Assess the personal benefits of maintaining a good credit rating	Recommended Application/Activity
5.3.1 Evaluate the role of credit reports and credit reporting agencies in maintaining a good credit rating	<ul style="list-style-type: none"> ● List information found on a credit report: <ul style="list-style-type: none"> ○ Credit bureau ○ Credit score ○ Credit rating ○ Credit history ● Use on-line resources to research information found on a credit report. Create a multimedia presentation to share information with class

	<ul style="list-style-type: none"> • www.practicalmoneyskills.com – Lesson Seven: About Credit, Lesson Eight: Credit Cards • www.handsonbanking.org – Credit and You • www.financialeducation.us - p. 68, Week 6, Understanding Loans, Credit Cards, Credit Reports and Credit Scores • www.bankhs.com – Money, Banking, Credit Cards and Money, Credit • www.annualcreditreport.com • Read and evaluate three different credit card offers to determine the total cost of buying an item (e.g., a television or stereo) on credit at three different interest rates. Calculate how long it will take to repay the debt making minimum payments
5.3.2 Compare the advantages and disadvantages of using credit for purchases	<ul style="list-style-type: none"> • Create a K-W-L Chart to record class observations and statements regarding credit • Analyze purchases and services that warrant the use of credit with groups and then share findings with class • Calculate the interest, or the cost of credit, for various purchases
5.3.3 Research ways to establish and maintain a good credit rating	<ul style="list-style-type: none"> • Summarize information presented by a local banking official regarding banking and credit information • Practice the skills required to complete a loan application • Write a mock letter to a credit reporting agency disputing an incorrect item on a credit report
Performance Indicator 5.4 Investigate housing options available to consumers	Recommended Application/Activity
5.4.1 Evaluate the considerations of choosing housing to meet the needs of all family members	<ul style="list-style-type: none"> • List factors to consider when making housing decisions, such as: <ul style="list-style-type: none"> ○ Renting vs. buying ○ Location ○ Cost ○ Size ○ Universal design • Brainstorm pros and cons of renting (lease) vs. buying (mortgage) • Develop a project for the Interior Design STAR Event • Develop a project for the Recycle and Redesign STAR Event
5.4.2 Determine the amount of money a family can afford to spend on housing	<ul style="list-style-type: none"> • Summarize information presented to class by a real estate professional • Using the internet, locate houses that are for sale which meet designated criteria (price, location, size, etc.) • Use an internet resource which predicts budgetary allowances for living expenses EX: http://www.famemaine.com/files/StaticPages/General/GetALife/GetALife.html

Performance Indicator 5.5 Evaluate the need for insurance	Recommended Application/Activity
5.5.1 Differentiate between the common types of insurance used by consumers	<ul style="list-style-type: none"> • List the different types of insurance, providing an example for the need of each: <ul style="list-style-type: none"> ○ Health ○ Life ○ Car ○ Home ○ Renters ○ Burial ○ Long term care ○ Critical care • Examine the basic features of five types of insurance: automobile, health, life, disability, and homeowner's/renters <ul style="list-style-type: none"> • Teacher resource: <ul style="list-style-type: none"> <u>Step #1:</u> Go to: http://www.fefe.arizona.edu/download-lessons (You will need to register and log in to this website prior to use) <u>Step #2:</u> Click on Educational Resources, then click on Curriculum, then click on 10.0 Insurance. <u>Step #3:</u> Click on 1.10.1. Types of Insurance; download the lesson plan and resources. • Select three different types of insurance to research and write a one page paper on each type. Include what the insurance is, purpose of the insurance, how it works, how it can be obtained; include a sample situation in which each type of insurance will be beneficial. Present findings to class
5.5.2 Evaluate the type of life insurance needed at each stage of the life cycle	<ul style="list-style-type: none"> • Use the stages of the life cycle to determine the need for insurance at each stage, including: <ul style="list-style-type: none"> ○ Term ○ Universal ○ Ordinary ○ Variable ○ Other • Research the advantages and disadvantages of each type of life insurance. Discuss collaboratively to draw logical conclusions based on findings
Standard 6.0 Develop an educational plan which includes career goals	

Performance Indicator 6.1 Assess the long-term impact of choosing a career	Recommended Application/Activity
6.1.1 Investigate the considerations of choosing a job or career	<ul style="list-style-type: none"> • Identify factors to consider when choosing a career, such as: <ul style="list-style-type: none"> ○ Salary ○ Aptitude ○ Skills ○ Abilities ○ Interests ○ Job trends ○ Fringe benefits ○ Opportunities for advancement ○ Location ○ Education • Using designated online resources, research a career of interest • Develop a project for the FCCLA Career Connection National Program • Develop a project for the Job Interview STAR Event, the Entrepreneurship STAR Event, or the Career Investigations STAR Event
6.1.2 Assess how individual career choices affect the family	<ul style="list-style-type: none"> • Evaluate how each of the following career-related items affects families: <ul style="list-style-type: none"> ○ Dual career families ○ Work hours ○ Salary ○ Stability • Categorize common adult life goals as “Individual” or “Family/Couple.” Share and justify reasoning
6.1.3 Investigate the reasons an individual may make job and/or career changes	<ul style="list-style-type: none"> • Brainstorm possible reasons for job/career changes, such as: <ul style="list-style-type: none"> ○ Salary ○ Work environment ○ Advancement ○ Relocation ○ Reduction in force • Create a graphic presentation which illustrates a single career transition in three frames/slides. Frame one should depict what prompts the transition (i.e. graduation, marriage, childbirth, retirement, etc.); frame two should show the actual transition, and frame three should depict the result of the transition. • Interview an individual about his/her individual career changes to find out causes leading to the decision to change and satisfaction with the change. Discuss findings with class to determine collaboratively the causes which they would deem justified. Defend opinions with logical reasoning

Performance Indicator 6.2 Develop a personal career plan	Recommended Application/Activity
6.2.1 Evaluate personal goals, values, interests, skills and abilities to develop a personal career plan	<ul style="list-style-type: none"> • Use the Kuder College and Career Planning program to take personal assessments related to interests, skills and abilities • Use current government publications as references to research careers and employment projections. Teacher Resource: <u>Step #1:</u> Go to: http://www.fefe.arizona.edu/download-lessons (You will need to register and log in to this website prior to use) <u>Step #2:</u> Click on Educational Resources, then click on Curriculum, then click on 1.0 Career Development. <u>Step #3:</u> Click on 1.1.2 Career Research and download the lesson plan and resources. You may want to complete the "Interest Inventory" FEFE lesson plan 1.1.6 to help students pick a career. • Design and present a multimedia presentation about the chosen career
6.2.2 Research possible sources and opportunities for education and training related to career goals	<ul style="list-style-type: none"> • Attend a career and technical job fair at a local community college or municipal event. Prepare a written summary of the information collected from various business and/or college representatives

Glossary

Standard 1: Use strategies to improve self-awareness through the assessment of personal characteristics, personal appearance, and personal values and goals

1. Character—personal guidelines developed as a part of the socialization process that serves as a person's judge for every situation that he or she faces
2. Dependability—a trait of a person who is reliable or whom you can put your trust in
3. Empathy—the ability to understand what someone else is experiencing
4. Goals—something a person wants to have or to achieve and is willing to work for
5. Integrity—firm adherence to a code of moral values
6. Long-term goals—objectives that will be achieved over a long period of time
7. Needs—something that you have to have in order to live
8. Respect—to feel or show consideration for others
9. Self-concept—the mental picture people have of themselves; their opinion about themselves
10. Short-term goals—objectives that will be achieved quickly
11. Trustworthy—being reliable or dependable
12. Values—ideas about right and wrong and what is important in your life
13. Wants—things that you would like to have but are not necessary for survival.

Standard 2.0: Exercise the rights and responsibilities of citizenship

1. Citizen—a person living in a town, city, state, or country that is entitled to certain rights, privileges and protection and who should expect certain responsibilities
2. Ecology—the study of the relationship between living things and their environment
3. Environment—a person's surroundings and everything in them, including both human and non-human factors
4. Patriotism—love for one's country
5. Responsibility—an obligation or duty for which a person is held accountable
6. Rights—special privilege, benefit, or personal favor to which one is entitled
7. Selective Service—serving in one of the branches of armed service
8. Tax—a mandatory payment made by an individual or organization to the government for public needs
9. Volunteer—to willingly agree to perform a task or service to others without pay
10. Voting—a formal expression of choice in some matter, often expressed by a written ballot

Standard 3.0: Demonstrate respectful and caring relationships in the family, workplace, and community

1. Alimony—financial support of an ex-spouse
2. Annulment—a decree stating that a legal marriage never took place because of some prior condition at the time of marriage
3. Child support—payments made by the non-custodial parent for the financial support of the children
4. Communication—process of sending and receiving messages to share thoughts and feelings
5. Divorce—legal action that ends a marriage
6. Dysfunctional family—family system in which one or more family members do not fulfill their responsibilities throwing the system out of balance
7. Infatuation—an intense emotional involvement that begins with a sudden strong attraction based on physical appearance or other obvious traits
8. Intimacy—closeness that develops in a personal relationship
9. Joint custody—parents share all legal rights and responsibilities for the upbringing of the child
10. Legal separation—a legal agreement for the couple to live apart, to divide their property, and to provide for their children
11. Love—the emotion of strong affection that one feels as a result of deeply meaningful and satisfying relationships with other people
12. Nonverbal communication—communication that uses factors other than words, such as gestures, facial expressions, eye contact, and body language
13. Sole custody—one parent has all legal rights and responsibilities for the upbringing of the child
14. Verbal communication—expressing ideas to others by using spoken words
15. Wedding—the act or ceremony of marrying

Standard 4.0: Investigate the effect of personal decisions on health and well-being

1. Anorexia nervosa—a psychological disorder where a person eats very little or refuses to eat as they see themselves overweight even when they are dangerously underweight
2. Binge eating disorder—a person with this disorder binges but does not purge or exercise excessively
3. Bulimia—a person with this disorder repeatedly binges and then purges by vomiting or taking laxatives to prevent weight gain
4. Dietary Guidelines for Americans—a set of guidelines about food choices developed by the United States government
5. Eating disorder—extreme, unhealthy behavior relating to food, eating and weight
6. Fitness—a process of maintaining good physical condition
7. Nutrient—chemical substances in food that help to maintain the body
8. Nutrition facts panel—a special type of food label that includes information about the nutrient and caloric content of food on a per serving basis
9. Nutrition labeling—an analysis of a food product's contributions to an average diet that appears on the product packaging
10. Wellness—the process of acquiring and maintaining physical, mental, emotional, and social health

Standard 5.0: Describe the impact of an informed consumer on society

1. Automated Teller Machine—technology that allows a bank customer to make deposits and withdrawals electronically 24 hours a day from his or her bank account
2. Bank draft—an automatic withdrawal from a checking account that is authorized by the account holder
3. Budget—an orderly program for spending, saving, and investing the money you earn to achieve desired goals. Also called a financial plan or spending plan
4. Check imaging—miniature copies of cancelled checks that are mailed to customers
5. Check register—a record of deposits to and withdrawals from a checking account
6. Credit—an arrangement that allows consumers to buy goods or services now and pay for them later
7. Credit bureau—a company that operates for profit in the business of accumulating, storing, and distributing credit information
8. Credit history—a record of whether or not a person has paid his or her bills on time in the past
9. Credit rating—an evaluation of a person's credit history
10. Credit report—a report showing all accumulated credit data on an individual; used for granting or denying credit
11. Credit score—a numerical rating based on a person's credit history that represents their credit worthiness
12. Debit card—a card that automatically deducts money from your checking account when it is used for purchases
13. Fixed expenses—set costs that must be paid such as rent, insurance, and car payments
14. Flexible Expenses—costs that do not stay the same such as clothes and food
15. Universal design—designing interiors and products to accommodate all people with a variety of requirements, needs, and abilities
16. Insurance—protection against financial loss

17. Interest—the price a borrower pays a creditor for the use of money over a period of time
18. Lease—a legal document a lessee signs when agreeing to rent housing for specified period of time
19. Mortgage—a long-term home loan
20. Online banking—allows consumers to complete banking transactions with wireless technology
21. Reconcile—the process of matching the bank's records with the checking account balance

Standard 6.0: Develop an educational plan which includes career goals

1. Dual career family—a family in which both husband and wife are employed outside the home
2. Fringe benefits—forms of reward for employment beyond salary including health insurance, vacation and holiday time, and retirement plans
3. Job—a position in which a person works to earn an income
4. Job trend—a general tendency where the greatest number of employment opportunities is expected to be
5. Salary—money earned on a fixed basis usually by people in management and professional positions

Common Core State Standards Grades 9-12

ELA Speaking and Listening Standards Grades 9-10

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. **SL9-10.1**
 - 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. **SL9-10.1a**
 - b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. **SL9-10.1b**
 - c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. **SL9-10.1c**
 - d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. **SL9-10.1d**
2. Integrate multiple sources of information presented in diverse media or format (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. **SL9-10.2**
3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. **SL9-10.3**
4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. **SL9-10.4**
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. **SL9-10.5**

ELA Speaking and Listening Standards Grades 11-12

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. **SL11-12.1**
 - 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. **SL11-12.1a**
 - b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. **SL11-12.1b**

- 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. **SL11-12.1c**
 - 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. **SL11-12.1d**
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. **SL11-12.2**
 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. **SL11-12.3**
 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. **SL11-12.4**
 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. **SL11-12.5**

ELA Language Grades 9-10

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. **L9-10.4**
 - 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. **L9-10.4a**
 - b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). **L9-10.4b**
 - 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, or its etymology. **L9-10.4c**
 - 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). **L9-10.4d**
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. **L9-10.6**

ELA Language Grades 11-12

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. **L11-12.4**

- 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. **L11-12.4a**
 - b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). **L11-12.4b**
 - 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. **L11-12.4c**
 - 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) **L11-12.4d**
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. **L11-12.6**

Reading Standards for Literacy in Science and Technical Subjects Grades 9-10

1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. **R9-10.1**
2. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. **R9-10.2**
3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. **R9-10.3**
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 9–10 texts and topics. **R9-10.4**
5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). **R9-10.5**
6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. **R9-10.6**
7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. **R9-10.7**
8. Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. **R9-10.8**
9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. **R9-10.9**
10. By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently. **R9-10.10**

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

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. **R11-12.1**
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. **R11-12.2**
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. **R11-12.3**
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. **R11-12.4**
5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. **R11-12.5**
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. **R11-12.6**
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. **R11-12.7**
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. **R11-12.8**
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. **R11-12.9**
10. By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently. **R11-12.10**

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects Grades 9-10

1. Write arguments focused on discipline-specific content. **W9-10.1**
 - a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. **W9-10.1a**
 - b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. **W9-10.1b**
 - c. Use words, phrases, and clauses 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. **W9-10.1c**
 - 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. **W9-10.1d**
 - e. Provide a concluding statement or section that follows from or supports the argument presented. **W9-10.1e**
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. **W9-10.2**
 - a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. **W9-10.2a**
 - b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. **W9-10.2b**
 - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. **W9-10.2c**
 - d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. **W9-10.2d**
 - 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. **W9-10.2e**
 - 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). **W9-10.2f**
3. Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. **W9-10.3**
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **W9-10.4**
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. **W9-10.5**
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. **W9-10.6**

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. **W9-10.7**
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. **W9-10.8**
9. Draw evidence from informational texts to support analysis, reflection, and research. **W9-10.9**
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. **W9-10.10**

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

1. Write arguments focused on discipline-specific content. **W11-12.1**
 - 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. **W11-12.1a**
 - 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. **W11-12.1b**
 - 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. **W11-12.1c**
 - 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. **W11-12.1d**
 - e. Provide a concluding statement or section that follows from or supports the argument presented. **W11-12.1e**
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. **W11-12.2**
 - 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. **W11-12.2a**
 - 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. **W11-12.2b**
 - 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. **W11-12.2c**

- 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. **W11-12.2d**
- 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). **W11-12.2e**
- 3. Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. **W11-12.3**
- 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **W11-12.4**
- 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. **W11-12.5**
- 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. **W11-12.6**
- 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. **W11-12.7**
- 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. **W11-12.8**
- 9. Draw evidence from informational texts to support analysis, reflection, and research. **W11-12.9**
- 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. **W11-12.10**

Common Career and Technical Core Standards

Human Services Career Cluster

Human Services Career Cluster Standards (HU)

1. Evaluate principles of planning, development, implementation, and evaluation to accomplish long-range goals in human services. **HU1**
2. Evaluate the role of the family, community and human services in society and the economy. **HU2**
3. Use effective communication with human services clients and their families. **HU3**
4. Demonstrate ethical and legal conduct in human services settings. **HU4**
5. Evaluate career opportunities in each of the Human Services Career Pathways. **HU5**
6. Explain how human development principles enhance the well-being of individuals and families. **HU6**

Consumer Services Career Pathway (HU-CSM)

1. Summarize necessary credentials, licensures, or state specific requirements to prepare for a career in consumer services. **HU-CSM1**
2. Communicate product or equipment features that meet the needs of clients and consumer. **HU-CSM2**
3. Make consumer services recommendations meeting the needs of clients or customers. **HU-CSM3**
4. Analyze financial/economic situations when making recommendations about consumer services. **HU-CSM4**
5. Use standard business processes or procedures to create consumer service information and facilitate client interactions. **HU-CSM5**
6. Use a variety of methods to educate audiences about consumer services. **HU-CSM6**
7. Demonstrate knowledge of ethical and legal responsibilities associated with providing consumer services. **HU-CSM7**
8. Apply business procedures and utilize equipment and facilities to produce satisfying client outcomes. **HU-CSM8**

Early Childhood Development and Services Career Pathway (HU-EC)

1. Demonstrate communication techniques with children to facilitate ongoing development and enhance learning. **HU-EC1**
2. Communicate effectively with fellow staff members to facilitate child development activities. **HU-EC2**
3. Maintain working knowledge of child development licensing and certification organizations to keep abreast of current procedures and changes. **HU-EC3**
4. Create and maintain relationships between staff and parents/family members to encourage involvement and facilitate child development and learning. **HU-EC4**
5. Evaluate safety and sanitation procedures associated with the early childhood education environment to assure compliance and prevent potential hazards. **HU-EC5**
6. Adhere to ethical and legal responsibilities, laws, and regulations to protect children and families. **HU-EC6**

7. Apply principles of child growth and development, including social, emotional, physical, and cognitive milestones, to provide comprehensive program offerings. **HU-EC7**
8. Evaluate curriculum for inclusiveness of children with special needs. **HU-EC8**

Family and Community Services Career Pathway (HU-FAM)

1. Use formal and informal assessment practices to create and evaluate a prevention and/or treatment plan. **HU-FAM1**
2. Identify community resources to provide family and community services. **HU-FAM2**
3. Communicate effectively to gain support from the client's family and other support groups. **HU-FAM3**
4. Comply with laws and procedures that govern abuse, neglect, confidentiality, and other health and safety situations. **HU-FAM4**
5. Evaluate crisis prevention, intervention, and resolution techniques to formulate emergency plans. **HU-FAM5**

Personal Care Services Career Pathway (HU-PC)

1. Analyze basic principles of biology, chemistry, and human anatomy for safe and effective utilization and selection of personal care products and services. **HU-PC1**
2. Evaluate an individualized personal care plan that reflects client preferences, needs, and interests for a course of treatment/action. **HU-PC2**
3. Utilize data and information to maintain electronic records of client services and make recommendations for personal care services. **HU-PC3**
4. Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services. **HU-PC4**
5. Develop organizational policies, procedures, and regulations to establish personal care organization priorities, to accomplish the mission, and to provide high quality service to a diverse set of clients and families. **HU-PC5**
6. Identify personal care business opportunities enhanced by community involvement, self-improvement, and current trends. **HU-PC6**
7. Apply various methods of obtaining feedback to understand expectations and promote high quality standards. **HU-PC7**

Hospitality & Tourism Career Cluster

Hospitality & Tourism Career Cluster Standards

1. Describe the key components of marketing and promoting hospitality and tourism products and services. **HT1**
2. Evaluate the nature and scope of the Hospitality and Tourism Career Cluster and the role of hospitality and tourism in society and the economy. **HT2**
3. Demonstrate hospitality and tourism customer service skills that meet customers' needs. **HT3**
4. Describe employee rights and responsibilities and employers' obligations concerning occupational health and safety in the hospitality and tourism workplace. **HT4**

5. Identify potential (real and perceived) hazards and emergency situations and determine the appropriate safety and security measures in the hospitality and tourism workplace. **HT5**
6. Describe career opportunities and means to attain those opportunities in each of the Hospitality and Tourism Career Pathways. **HT6**

Lodging Career Pathway (HT-LOD)

1. Use various communication technologies are used to accomplish work tasks in lodging facilities. **HT-LOD1**
2. Explain the role and importance of housekeeping operations to the lodging facilities. **HT-LOD2**
3. Allocate staff positions to meet the needs of various lodging departments. **HT-LOD3**
4. Describe the role and responsibilities of lodging managers. **HT-LOD4**
5. Compare the advantages and disadvantages of independently owned and chain-affiliated lodging facilities. **HT-LOD5**
6. Analyze the departmental interrelationships of a lodging facility. **HT-LOD6**
7. Explain various check-in and check-out procedures used in the lodging industry. **HT-LOD7**
8. Understand reservation procedures used in the lodging industry. **HT-LOD8**
9. Explain how room access policies and procedures ensure guest safety and minimize risks to the lodging facility. **HT-LOD9**
10. Explain how cash control procedures are used in the lodging industry. **HT-LOD10**
11. Explain how guests and property are protected to minimize losses or liabilities in the lodging facility. **HT-LOD11**
12. Explain the basic legal issues in lodging management. **HT-LOD12**

Restaurants and Food and Beverage Services Career Pathway (HT-RFB)

1. Describe ethical and legal responsibilities in food and beverage service facilities. **HT-RFB1**
2. Demonstrate safety and sanitation procedures in food and beverage facilities. **HT-RFB2**
3. Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities. **HT-RFB3**
4. Demonstrate leadership qualities and collaboration with others. **HT-RFB4**
5. Research costs, pricing, market demands and marketing strategies to manage profitability in food and beverage service facilities. **HT-RFB5**
6. Explain the benefits of the use of computerized systems to manage food service operations and guest service. **HT-RFB6**
7. Utilize technical resources for food services and beverage operations to update or enhance present practice. **HT-RFB7**
8. Implement standard operating procedures related to food and beverage production and guest service. **HT-RFB8**
9. Describe career opportunities and qualifications in the restaurant and food service industry. **HT-RFB9**
10. Apply listening, reading and writing, and speaking skills to enhance operations and customer service in food and beverage service facilities. **HT-RFB10**

Education and Training Career Cluster

Education and Training Career Cluster Standards (ED)

1. Apply communication skills with students, parents, and other groups to enhance learning and a commitment to learning. **ED1**
2. Demonstrate effective oral, written, and multimedia communication in multiple formats and contexts. **ED2**
3. Use critical thinking to process educational communications, perspectives, policies, and/or procedures. **ED3**
4. Evaluate and manage risks to safety, health, and the environment in education and training settings. **ED4**
5. Demonstrate group collaboration skills to enhance professional education and training practice. **ED5**
6. Analyze ethical and legal policies of professional education and training settings. **ED6**
7. Explain legal rights that apply to individuals and practitioners within education and training settings. **ED7**
8. Demonstrate ethical and legal behavior within and outside education and training settings. **ED8**
9. Describe state-specific professional development requirements to maintain employment and to advance in an education and training career. **ED9**
10. Apply organizational skills and logic to enhance professional education and training practice. **ED10**
11. Demonstrate group management skills that enhance professional education and training practice. **ED11**

Teaching and Training Career Pathway (ED-TT)

1. Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs. **ED-TT1**
2. Employ knowledge of learning and developmental theory to describe individual learners. **ED-TT2**
3. Use content knowledge and skills of instruction to develop standards-based goals and assessments. **ED-TT3**
4. Identify materials and resources needed to support instructional plans. **ED-TT4**
5. Establish a positive climate to promote learning. **TT5**
6. Identify motivational, social, and psychological effective practices that guide personal conduct. **ED-TT6**
7. Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures. **ED-TT7**
8. Demonstrate flexibility and adaptability in instructional planning. **ED-TT8**
9. Utilize assessment and evaluation tools and data to advance learner achievement and adjust learning plans. **ED-TT9**
10. Evaluate teaching and training performance indicators to determine and improve effectiveness of instructional practices and needed professional development. **ED-TT10**
11. Implement strategies to maintain relationships with others to increase support for the organization. **ED-TT11**

Common Career and Technical Core Career Ready Practices (CCTC CRP)

1. Act as a responsible and contributing citizen and employee. **CRP1**
2. Apply appropriate academic and technical skills. **CRP2**
3. Attend to personal health and financial well-being. **CRP3**
4. Communicate clearly, effectively, and with reason. **CRP4**
5. Consider the environmental, social and economic impacts of decisions. **CRP5**
6. Demonstrate creativity and innovation. **CRP6**
7. Employ valid and reliable research strategies. **CRP7**
8. Utilize critical thinking to make sense of problems and persevere in solving them. **CRP8**
9. Model integrity, ethical leadership, and effective management. **CRP9**
10. Plan education and career path aligned to personal goals. **CRP10**
11. Use technology to enhance productivity. **CRP11**
12. Work productively in teams while using cultural/global competence. **CRP12**

National Standards for Family and Consumer Sciences

Career, Community and Family Connections

1. Integrate multiple life roles and responsibilities in family, work, and community settings. **CCFC1**
 - 1.1 Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global). **CCFC1.1**
 - 1.2 Demonstrate transferable and employability skills in school, community and workplace settings. **CCFC1.2**
 - 1.3 Evaluate the reciprocal effects of individual and family participation in community activities. **CCFC1.3**

Consumer and Family Resources

2. Evaluate management practices related to the human, economic, and environmental resources. **CFR2**
 - 2.1 Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital. **CFR2.1**
 - 2.2 Analyze the relationship of the environment to family and consumer resources. **CFR2.2**
 - 2.3 Analyze policies that support consumer rights and responsibilities. **CFR2.3**
 - 2.4 Evaluate the effects of technology on individual and family resources. **CFR2.4**
 - 2.5 Analyze relationships between the economic system and consumer actions. **CFR2.5**
 - 2.6 Demonstrate management of financial resources to meet the goals of individuals and families across the life span. **CFR2.6**

Consumer Services

3. Integrate knowledge, skills, and practices needed for a career in consumer services. **CS3**
 - 3.1 Analyze career paths within consumer service industries. **CS3.1**
 - 3.2 Analyze factors that affect consumer advocacy. **CS3.2**
 - 3.3 Analyze factors in developing a long-term financial management plan. **CS3.3**
 - 3.4 Analyze resource consumption for conservation and waste management practices. **CS3.4**
 - 3.5 Demonstrate skills needed for product development, testing, and presentation. **CS3.5**

Education and Early Childhood

4. Integrate knowledge, skills, and practices required for careers in early childhood, education, and services. **EEC4**
 - 4.1 Analyze career paths within early childhood, education, and related services. **EEC4.1**
 - 4.2 Analyze developmentally appropriate practices to plan for early childhood, education, and services. **EEC4.2**
 - 4.3 Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests. **EEC4.3**
 - 4.4 Demonstrate a safe and healthy learning environment for children. **EEC4.4**
 - 4.5 Demonstrate techniques for positive collaborative relationships with children. **EEC4.5**
 - 4.6 Demonstrate professional practices and standards related to working with children. **EEC4.6**

Facilities Management and Maintenance

5. Integrate knowledge, skills, and practices required for careers in facilities management and maintenance. **FMM5**
 - 5.1 Analyze career paths within the facilities management and maintenance areas. **FMM5.1**
 - 5.2 Demonstrate planning, organizing, and maintaining an efficient housekeeping operation for residential or commercial facilities. **FMM5.2**
 - 5.3 Demonstrate sanitation procedures for a clean and safe environment. **FMM5.3**
 - 5.4 Apply hazardous materials and waste management procedures. **FMM5.4**
 - 5.5 Demonstrate a work environment that provides safety and security. **FMM5.5**
 - 5.6 Demonstrate laundering processes aligned with industry standards and regulations. **FMM5.6**
 - 5.7 Demonstrate facilities management functions. **FMM5.7**

Family

6. Evaluate the significance of family and its effects on the well-being of individuals and society. **F6**
 - 6.1 Analyze the effects of family as a system on individuals and society. **F6.1**
 - 6.2 Evaluate the effects of diverse perspectives, needs, and characteristics of individual and families. **F6.2**

Family and Community Services

7. Synthesize knowledge, skills, and practices required for careers in family & community services. **FCS7**
 - 7.1 Analyze career paths within family and community services. **FCS7.1**
 - 7.2 Analyze factors relating to providing family and community services. **FCS7.2**
 - 7.3 Demonstrate professional behaviors, skills, and knowledge in providing family and community services. **FCS7.3**
 - 7.4 Evaluate conditions affecting individuals and families with a variety of disadvantaging conditions. **FCS7.4**
 - 7.5 Evaluate services for individuals and families with a variety of disadvantaging conditions. **FCS7.5**

Food Production and Services

8. Integrate knowledge, skills, and practices required for careers in food production and services. **FPS8**
 - 8.1 Analyze career paths within the food production and food services industries. **FPS8.1**
 - 8.2 Demonstrate food safety and sanitation procedures. **FPS8.2**

Food Science, Dietetics, and Nutrition

9. Integrate knowledge, skills, practices required for careers in food science, food technology, dietetics, and nutrition. **FSDN9**
 - 9.1 Analyze career paths within food science, food technology, dietetics, and nutrition industries. **FSDN9.1**
 - 9.2 Apply risk management procedures to food safety, food testing, and sanitation. **FSDN9.2**
 - 9.3 Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans. **FSDN9.3**
 - 9.4 Apply basic concepts of nutrition and nutritional therapy in a variety of settings. **FSDN9.4**
 - 9.5 Demonstrate use of current technology in food product development and marketing. **FSDN9.5**

- 9.6 Demonstrate food science, dietetics, and nutrition management principles and practices. **FSDN9.6**

Hospitality, Tourism, and Recreation

10. Synthesize knowledge, skills and practices required for careers in hospitality, tourism, and recreation. **HTR10**
- 10.1 Analyze career paths within the hospitality, tourism and recreation industries. **HTR10.1**
 - 10.2 Demonstrate procedures applied to safety, security, and environmental issues. **HTR10.2**
 - 10.3 Apply concepts of quality service to assure customer satisfaction. **HTR10.3**
 - 10.4 Demonstrate practices and skills involved in lodging occupations. **HTR10.4**
 - 10.5 Demonstrate practices and skills for travel related services. **HTR10.5**
 - 10.6 Demonstrate management of recreation, leisure, and other programs and events. **HTR10.6**

Housing and Interior Design

11. Integrate knowledge, skills, and practices required for careers in housing and interior design. **HID11**
- 11.1 Analyze career paths within the housing, interior design, and furnishings industries. **HID11.1**
 - 11.2 Evaluate housing and design concepts and theories, including green design, in relation to available resources and options. **HID11.2**
 - 11.3 Apply housing and interior design knowledge, skills and processes to meet specific design needs. **HID11.3**
 - 11.4 Demonstrate design, construction document reading, and space planning skills required for the housing, interior design and furnishings industries. **HID11.4**
 - 11.5 Analyze design and development of architecture, interiors, and furnishings through the ages. **HID11.5**
 - 11.6 Evaluate client's needs, goals, and resources in creating design plans for housing and residential and commercial interiors. **HID11.6**
 - 11.7 Apply design knowledge, skills, processes, and theories and oral, written, and visual presentation skills to communicate design ideas. **HID11.7**
 - 11.8 Analyze professional practices, procedures for business profitability and career success, and the role of ethics in the housing, interiors and furnishings industries. **HID11.8**
 - 11.9 Develop a global view to weigh design decisions with the parameters of ecological, socioeconomic, and cultural contexts within the housing, interior design, and furnishings industries. **HID11.9**

Human Development

12. Analyze factors that influence human growth and development. **HD12**
- 12.1 Analyze principles of human growth and development across the life span. **HD12.1**
 - 12.2 Analyze conditions that influence human growth and development. **HD12.2**
 - 12.3 Analyze strategies that promote growth and development across the life span. **HD12.3**

Interpersonal Relationships

- 13. Demonstrate respectful and caring relationships in the family, workplace and community. **IR13**
 - 13.1 Analyze functions and expectations of various types of relationships. **IR13.1**
 - 13.2 Analyze personal needs and characteristics and their effects on interpersonal relationships. **IR13.2**
 - 13.3 Demonstrate communication skills that contribute to positive relationships. **IR13.3**
 - 13.4 Evaluate effective conflict prevention and management techniques. **IR13.4**
 - 13.5 Demonstrate teamwork and leadership skills in the family, workplace, and community. **IR13.5**
 - 13.6 Demonstrate standards that guide behavior in interpersonal relationships. **IR13.6**

Nutrition and Wellness

- 14. Demonstrate nutrition and wellness practices that enhance individual and family well-being. **NW14**
 - 14.1 Analyze factors that influence nutrition and wellness practices across the life span. **NW14.1**
 - 14.2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span. **NW14.2**
 - 14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span. **NW14.3**
 - 14.4 Evaluate factors that affect food safety from production through consumption. **NW14.4**
 - 14.5 Evaluate the influence of science and technology on food composition, safety, and other issues. **NW14.5**

Parenting

- 15. Evaluate the effects of parenting roles and responsibilities on strengthening the well-being of individuals and families. **P15**
 - 15.1 Analyze roles and responsibilities of parenting. **P15.1**
 - 15.2 Evaluate parenting practices that maximize human growth and development. **P15.2**
 - 15.3 Evaluate external support systems that provide services for parents. **P15.3**
 - 15.4 Analyze physical and emotional factors related to beginning the parenting process. **P15.4**

Textiles, Fashion, and Apparel

- 16. Integrate knowledge, skills, and practices required for careers in textiles and apparels. **TFA16**
 - 16.1 Analyze career paths within textile apparel and design industries. **TFA16.1**
 - 16.2 Evaluate fiber and textile products and materials. **TFA16.2**
 - 16.3 Demonstrate fashion, apparel, and textile design skills. **TFA16.3**
 - 16.4 Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products. **TFA16.4**
 - 16.5 Evaluate elements of textile, apparel, and fashion merchandising. **TFA16.5**
 - 16.6 Evaluate the components of customer service. **TFA16.6**
 - 16.7 Demonstrate general operational procedures required for business profitability and career success. **TFA16.7**