

Arkansas Department of Career Education  
Model Framework

Course Title: Leadership & Service Learning(Grades 9-12)

Career Cluster: Not Applicable

Course Number	493160
Credit	.5
CIP Number	Not Applicable
Grade Level	9-12
Prerequisite	None
Course Type	Elective
Teacher Certification	090, 091, 215
CTSO	FCCLA
Facility Requirements	<a href="http://arkansasfacilities.arkansas.gov/SchoolFacManual.aspx">http://arkansasfacilities.arkansas.gov/SchoolFacManual.aspx</a>
Industry Certifications	Not applicable

**Course Description**

Leadership and Service Learning emphasizes the importance of leadership skills, volunteerism and professionalism in the development of personal qualities. This course focuses on the benefits of community service, leadership roles and civic responsibilities. Course projects and activities incorporate and reinforce academic skills such as math and science. Students are encouraged to explore areas of critical and creative thinking, responsibility, and cultural awareness as they relate to character development. Current technology is used to enhance communication skills and promote professionalism.

**Program Structure**

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**Laboratory Activities**

Lab activities are infused into all areas of the curriculum

**Special Notes**

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**Career and Technical Student Organization (CTSO)**

Family, Career and Community Leaders of America (FCCLA)

<b>Standard 1.0 Use technology to create a professional portfolio documenting career skills, leadership skills and service learning activities 10 HOURS</b>				
<b>Performance Indicator 1.1 Investigate the use of technology in relation to leadership and service learning</b>	<b>Recommended Application/Activity</b>	<b>CCSS Standards</b>	<b>CCTC Standards</b>	<b>National FACS Standards</b>
1.1.1 Demonstrate the use of a <b>digital camera</b>	<ul style="list-style-type: none"> <li>Incorporate digital pictures into a presentation using a personal mobile device and digital camera</li> </ul>	W9-10.2a W11-12.2a	ED2, CRP11	CCFC1.2
1.1.2 Demonstrate the use of a scanner	<ul style="list-style-type: none"> <li>Incorporate scanned items into a presentation</li> </ul>	W9-10.2a W11-12a	ED2, CRP11	CCFC1.2.2
1.1.3 Demonstrate the use of <b>personal mobile devices</b>	<ul style="list-style-type: none"> <li>Using personal mobile device, collect and display information about a school or class event. (Apps such as: calendar, contacts, etc.)</li> </ul>	W9-10.4 W11-12.4	ED2, CRP11	CCFC1.2.2
1.1.4 Demonstrate the use of <b>presentation software</b>	<ul style="list-style-type: none"> <li>Create a presentation with <b>graphics</b> using PowerPoint, Moviemaker, or Prezi (topic suggestions: All About Me, Family Traditions, Memories, My Hero, etc.)</li> </ul>	W9-10.2b W11-12.2b	ED1, ED2, CRP2, CRP4, CRP6, CRP11	
1.1.5 Demonstrate the use of electronic <b>mass storage</b>	<ul style="list-style-type: none"> <li>Save and retrieve professional portfolio items to a mass storage device (flash drive) or website/app (Dropbox.com)</li> </ul>	R9-10.3 R11-12.3	ED2, CRP11	CCFC1.2.2
1.1.6 Demonstrate the set-up and use of <b>multi-media</b> equipment	<ul style="list-style-type: none"> <li>Connect &amp; troubleshoot presentation equipment in order to display a completed project</li> </ul>	R9-10.3 R11-12.3	CRP11	CCFC1.2.2
<b>Performance Indicator 1.2 Compile a professional portfolio</b>	<b>Recommended Application/Activity</b>	<b>CCSS Standards</b>	<b>CCTC Standards</b>	<b>National FACS Standards</b>
1.2.1 Maintain and edit a personal professional <b>portfolio</b>	<ul style="list-style-type: none"> <li>Create an electronic professional portfolio containing documentation of leadership and service learning activities (9-12)</li> </ul>	W9-10.8 W11-12.8	ED1, ED2, CRP2, CRP11	CCFC1.2
1.2.2 Critique or compose a <b>cover letter</b> and <b>resume</b>	<ul style="list-style-type: none"> <li>Write a cover letter and develop a resume (9-12)</li> </ul>	W9-10.2e W11-12.2e	ED1, ED2, CRP4, CRP11	CFCC1.2.2

1.2.3 Compose a thank you note	<ul style="list-style-type: none"> <li>Write and mail a thank you note (i.e. service organization, military, donors, community partners, etc.)</li> </ul>	W9-10.2e W11-12.23	ED1, ED2, CRP4, CRP11	CCFC1.2.2
1.2.4 Maintain a reflection journal	<ul style="list-style-type: none"> <li>Analyze activities through reflective writing and incorporate into professional portfolio</li> </ul>	W9-10.10 W11-12.10	ED2	IR13.2
<b>Performance Indicator 1.3 Research careers within the Human Services Cluster</b>	<b>Recommended Application/Activity</b>	<b>CCSS Standards</b>	<b>CCTC Standards</b>	<b>National FACS Standards</b>
1.3.1 Explore career options in the Human Services cluster	<ul style="list-style-type: none"> <li>Complete a blog or journal entry consisting of 5 leadership opportunities within 5 career options in the Human Services Cluster <a href="http://www.careertech.org">www.careertech.org</a>, Career cluster , Career cluster resources, Career cluster frames, Human Services Cluster</li> </ul>	W9-10.6 W11-12.6	HU5, HU-CSM1, HU-CSM6, HU-PC6, ED1, ED2, CRP11	CS3.1 EEC4.1 FCS7.1
1.3.2 Set a goal and collect information related to a career in the Human Services Cluster	<ul style="list-style-type: none"> <li>Complete the <i>Working on Working Power of One Project</i></li> </ul>	W9-10.8 W11-12.8	HU5, HU-CSM1, HU-PC6, ED1, ED2	CS3.1 EEC4.1 FCS7.1

<b>Standard 2.0 Actively participate in leadership and service organizations (FCCLA – Family, Career and Community Leaders of America) 6 HOURS</b>				
<b>Performance Indicator 2.1 Investigate FCCLA as a leadership &amp; service organization</b>	<b>Recommended Application/Activity</b>	<b>CCSS Standards</b>	<b>CCTC Standards</b>	<b>National FACS Standards</b>
2.1.1 Examine reasons for belonging to FCCLA	<ul style="list-style-type: none"> <li>Interview a FCCLA member and compile a list of reasons for belonging (video, text, Facetime, Skype, in-person)</li> </ul>	SL9-10.3 SL11-12.3	ED1, ED2	CCFC1.1
2.1.2 State requirements for active membership in <b>Family, Career and Community Leaders of America (acronym-FCCLA)</b>	<ul style="list-style-type: none"> <li>Research and create FCCLA Webquest using the state and national FCCLA websites (9-12)</li> </ul>	W9-10.7 W11-12.7	ED1, ED2, CRP7, CRP11	
2.1.3 Develop a plan for membership recruitment, retention, and recognition	<ul style="list-style-type: none"> <li>Create a recruitment tool, such as a speech, poster, flyer, movie, video, announcement, bulletin board, etc.</li> </ul>	W9-10.8 W11-12.8	ED1, ED2, CRP4, CRP6	
2.1.4 Investigate the Power of One Modules	<ul style="list-style-type: none"> <li>Conduct a <i>Speak Out For FCCLA</i> Power of One project.</li> </ul>	SL9-10.1 SL11-12.1	HU1, ED1, ED2CRP4	
<b>Performance Indicator 2.2 Describe the important fundamentals that FCCLA encompasses</b>	<b>Recommended Application/Activity</b>	<b>CCSS Standards</b>	<b>CCTC Standards</b>	<b>National FACS Standards</b>
2.2.1 Describe significant events of FCCLA history	<ul style="list-style-type: none"> <li>Using technology, create a visual detailing the standards and principles of FCCLA (PowerPoint, Prezi, web-page, Facebook page, blog. Etc.)</li> </ul>	R9-10.4 R11-12.4 W9-10.2a W11-12.2a	ED1, ED2, CRP4, CRP6, CRP11	
2.2.2 Describe significant symbols in FCCLA (colors, <b>emblem</b> , flower)	<ul style="list-style-type: none"> <li>See 2.2.1 activity</li> </ul>	R9-10.4 R11-12.4 W9-10.2a W11-12.2a	ED1, ED2, CRP4, CRP6, CRP11	
2.2.3 Explain the	<ul style="list-style-type: none"> <li>See 2.2.1 activity</li> </ul>	R9-10.4	ED1, ED2, CRP4,	

meaning of the <b>mission, creed,</b> and the <b>motto</b> of FCCLA		R11-12.4 W9-10.2a W11-12.2a	CRP6, CRP11	
2.2.4 Explain the 8 <b>purposes</b> of FCCLA	<ul style="list-style-type: none"> <li>• See 2.2.1 activity</li> </ul>	R9-10.4 R11-12.4 W9-10.2a W11-12.2a	ED1, ED2, CRP4, CRP6, CRP11	
2.2.5 Relate FCCLA <b>National Programs</b> to relevant service learning projects	<ul style="list-style-type: none"> <li>• See 2.2.1 activity</li> </ul>	R9-10.4 R11-12.4 W9-10.2a W11-12.2a	ED1, ED2, CRP4, CRP6, CRP11	CCFC1.3

**Standard 3.0 Plan and conduct community-based service learning projects-15 HOURS**

<b>Performance Indicator 3.1 Research various types of service opportunities and organizations</b>	<b>Recommended Application/Activity</b>	<b>CCSS Standards</b>	<b>CCTC Standards</b>	<b>National FACS Standards</b>
3.1.1 <b>Brainstorm</b> opportunities for <b>service learning</b> at the local level	<ul style="list-style-type: none"> <li>Analyze opportunities for personal involvement in a local service organization after hearing a guest speaker</li> <li>Use Think/Pair/Share strategies to brainstorm opportunities for class involvement in service learning projects</li> </ul>	SL9-10.1a SL11-12.1a	HU-FAM2	CCFC1.3 FCS7.2 IR13.5
3.1.2 Compare and contrast <b>foundation</b> and <b>corporation</b>	<ul style="list-style-type: none"> <li>Using a Venn Diagram or other graphic organizer, chart the similarities and differences between foundations and corporations (i.e. Tyson, Wal-Mart, Heifer, Rockefeller)</li> </ul>	W9-10.2a W11-12.2a R9-10.9 R11-12.9		
3.1.3 Explain the difference between a <b>donation</b> and a <b>grant</b>	<ul style="list-style-type: none"> <li>Use a graphic organizer to compare and contrast donations and grants (t-chart, Venn Diagram, KWL, webbing)</li> </ul>	W9-10.2a W11-12.2a R9-10.9 R11-12.9		
3.1.4 Research a <b>non-profit organization</b> , <b>charity</b> , or <b>civic organization</b>	<ul style="list-style-type: none"> <li>Investigate a non-profit organization, charity, or civic organization and create a presentation for the class (PowerPoint, Display Board, Bulletin Board, etc.)</li> <li>Reflect on causes, issues, and the work performed by service organizers through videos or guest speakers (i.e. Tom's, AR Children's Hospital, Shriner's, Children's Miracle Network, Soles 4 Souls, No Kid Hungry, March of Dimes, AR Rice Depot, Diaper Depot)</li> </ul>	SL9-10.1a SL11-12.1a SL9-10.2 SL11-12.2	HU-CSM6, HU-FAM2, HU-PC6, ED1, ED2, CRP4, CRP7	F6.2 FCS7.2
3.1.5 Research a <b>humanitarian</b> , <b>philanthropist</b> , or <b>volunteer</b> who endorses or supports a cause,	<ul style="list-style-type: none"> <li>Read and compile information from multiple sources about a philanthropist, humanitarian, or volunteer (i.e. newspaper articles, periodical articles, autobiographies, biographies, documentaries, personal interview)</li> </ul>	R9-10.2 R11-12.2 W9-10.1d W11-12.1d W9-10.1e	HU-CSM6, HU-FAM2, HU-PC6, , ED1, ED2, CRP7	FCS7.2

charity, or issue		W11-12.1e		
<b>Performance Indicator 3.2</b> <b>Explain how shared group leadership can positively impact changes/opportunities in a community</b>	<b>Recommended Application/Activity</b>	<b>CCSS Standards</b>	<b>CCTC Standards</b>	<b>National FACS Standards</b>
3.2.1 Develop a <b>network</b> of community contacts with partners who benefit the community	<ul style="list-style-type: none"> <li>Contact community partners and compile a list of information including contact name, web-site, mailing address, phone numbers</li> </ul>	W9-10.6 W11-12.6	ED1, ED2	IR13.3 IR13.5
3.2.2 Analyze the traits of leaders who make an impact in communities ( <b>commitment, compassion, dedication, empathy, determination, respect, work ethic</b> )	<ul style="list-style-type: none"> <li>Review approved, age-appropriate video clips to identify and illustrate the traits of leadership (Facing the Giants, Cool Runnings, Pay It Forward, Second Hand Lions, Blindside)</li> <li>Investigate the traits of strong, community leadership and prepare questions for a guest speaker from the community</li> </ul>	SL9-10.2 SL11-12.2 SL9-10.1c SL11-12.1c W9-10.1c W11-12.1c L9-10.6 L11-12.6	HU6	IR13.1 IR13.3
<b>Performance Indicator 3.3</b> <b>Use the FCCLA planning process to develop a service learning project</b>	<b>Recommended Application/Activity</b>	<b>CCSS Standards</b>	<b>CCTC Standards</b>	<b>National FACS Standards</b>
3.3.1 Apply the concepts, in order, of the FCCLA <b>planning process</b>	<ul style="list-style-type: none"> <li>Analyze simulations of service projects to identify how the Planning Process is used</li> <li>Develop an individualized/group community service project which applies the FCCLA Planning Process (Reference: <a href="http://www.fcclainc.org">www.fcclainc.org</a>, "Integrating National Programs and the FCCLA Planning Process")</li> </ul>	R9-10.3 R11-12.3 W9-10.2e W11-12.2e	HU1, ED-TT3, CRP8, CRP9, CRP12	FCS7.2
3.3.2 Explain the eight components of a quality service learning project (Meaningful Service, Link	<ul style="list-style-type: none"> <li>Analyze proposed community service projects using the following components: How does the project show meaningful service? How is the project linked to curriculum?</li> </ul>	SL9-10.1 SL 11-12.1	HU-PC7, CRP8	CCFC1.3 F6.2

<p>to Curriculum, Reflection, Diversity, Youth Voice, Partnerships, Progress Monitoring, and Duration, and Intensity)</p>	<p>How is diversity reflected in the project?          How are the youth involved given a voice?          How are community partners included?          How can progress be measured/monitored?          How long will the project take to plan and complete?          How will reflection/evaluation be used to guide the project before, during, and upon completion?          (Reference: <a href="http://www.servicelearning.org">www.servicelearning.org</a>, "Quality Components and Standards")</p>			
<p>3.3.3 <b>Motivate</b> an audience to participate in a service learning project</p>	<ul style="list-style-type: none"> <li>Justify a service project using information, findings, and evidence to promote involvement of others, such as, community donors, FCCLA, students, teachers, PTSO</li> </ul>	<p>SL9-10.3          SL11-12.3          SL9-10.4          SL11-12.4</p>	<p>HU-CSM6, ED2</p>	<p>CCFC1.1          FCS7.3          IR13.3</p>
<p>3.3.4 Communicate with media the <b>goals</b>, activities, and outcomes of a service learning project</p>	<ul style="list-style-type: none"> <li>Collaborate with local media to publicize service learning projects</li> <li>Create press release with details of service learning project              (Reference: <a href="http://www.fcclainc.org">www.fcclainc.org</a>, FCCLA Media Release Tips) Examples of local media: social media, community newspaper, state newspaper, school newspaper, radio, television, community bulletin boards, yearbook staff, electronic signs, announcements, community magazine</li> </ul>	<p>W9-10.2d          W11-12.2d</p>	<p>ED1, ED2, CRP4, CRP11</p>	<p>FCS7.3          IR13.3</p>
<p>3.3.5 Apply for awards, scholarships, or other applicable recognitions as a component of a quality project</p>	<ul style="list-style-type: none"> <li>Investigate several avenues of recognition</li> <li>Analyze requirements to select the award that best fits</li> <li>Apply for designated award/scholarships              Reference: Rose Marie Willis Leadership Scholarship, <a href="http://www.fcclainc.org">www.fcclainc.org</a>, <a href="http://www.presidentialserviceawards.gov">www.presidentialserviceawards.gov</a></li> </ul>	<p>W9-10.5          W11-12.5</p>	<p>ED1, ED2, CRP4, CRP11</p>	<p>FCS7.3          IR13.3          IR13.5</p>

Standard 4.0 Apply qualities of leadership to complete long-term, cooperative projects-15 HOURS				
Performance Indicator 4.1 Discuss attributes of what makes a person a leader	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
4.1.1 Provide examples of effective leadership qualities ( <b>charisma, character, courage, enthusiasm, generosity, initiative, integrity, willingness</b> )	<ul style="list-style-type: none"> <li>• Critique leaders in history to assess their leadership qualities.</li> <li>• Compare and contrast or illustrate qualities of effective leaders</li> <li>• Develop a “Take The Lead” Project in FCCLA Power of One</li> <li>• Reference: “The Hero Within” by Paul Vitale, “7 Habits of Highly Effective Teens” by Steve Covey, “Rules” by Cynthia Lord, “The Fred Factor” by Mark Sanborn</li> </ul>	SL9-10.1c SL11-12.1c L9-10.6 L11-12.6 W9-10.4 W11-12.4 W9-10.2 W11-12.2	HU1, HU6, HT-RFB4, ED-TT6, CRP9	CCFC1.2 FCS7.3
4.1.2 Describe the different kinds of leadership styles and how those styles affect working relationships ( <b>Autocratic, Democratic, Laissez-faire</b> )	<ul style="list-style-type: none"> <li>• Research leadership styles and analyze scenarios to determine what leadership style is exhibited (9-12)</li> <li>• Appraise personal leadership style and reflect on personal strengths and weaknesses (Reference: Leadership Style Surveys)</li> </ul>	W9-10.9 W11-12.9 R9-10.5 R11-12.5	CRP7, CRP9	IR13.1 IR13.2 IR13.4
4.1.3 Analyze <b>leadership</b> theories	<ul style="list-style-type: none"> <li>• Compare and contrast leadership theories (The Trait Theory, Group Dynamics Theory, Situation Theory) Reference: Dynamic Leadership (model good character, solve problems, foster positive relationships, manage conflict, build teams, educate peers)</li> </ul>	R9-10.1 R11-12.1 R9-10.9 R11-12.9	CRP9	IR13.1
Performance Indicator 4.2 Explain how character development and ethical values affect	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards

personal leadership abilities				
4.2.1 Analyze the Six Pillars of Character ( <b>Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship</b> )	<ul style="list-style-type: none"> <li>Exhibit the Six Pillars of Character by completing projects and activities and reflect when finished (i.e. Citizenship-environmental project, letter to a military personal, analyze parts of the pledge Trustworthy-Challenge students to read “The Fred Factor” and report when complete Responsibility-Complete “A Better You” Power of One Project Fairness-Complete Character Collage Challenge That’s Not Fair, or Fairness Forum Caring-Donate to AR Children’s Gift Closet, Pay It Forward to 3, Donate clothing/household items, donate toiletries, Respect-write a thank you letter, Respect Tickets</li> <li>Reference: <a href="http://www.josephsoninstitute.org">www.josephsoninstitute.org</a>, Character Counts</li> </ul>	SL9-10.1c SL11-12.1c SL9-10.2 SL11-12.2 SL9-10.4 SL11-12.4 L9-10.6 L11-12.6 R9-10.2 R11-12.2 W9-10.2e W11-12.2e	HU6, HU-PC2, ED2, ED-TT6, CRP1, CRP5, CRP6, CRP8, CRP9	CCFC1.2 FCS7.3 IR13.3 IR13.5
4.2.2 Explain how families influence a person’s character	<ul style="list-style-type: none"> <li>Evaluate character development through autobiographies/biographies</li> </ul>	R9-10.6 R11-12.6	HU2, HU6	F6.2 IR13.2
4.2.3 Examine <b>ethical</b> behavior in various settings	<ul style="list-style-type: none"> <li>Assess different scenarios for ethical behavior and <b>accountability</b></li> </ul>	SL9-10.3 SL11-12.3	HU4, HU-CSM7, CRP9	IR13.6
4.2.4 Examine the impact of personal <b>standards</b> and codes of conduct on interpersonal relationships	<ul style="list-style-type: none"> <li>Compare and contrast codes of conduct in various career fields</li> <li>Analyze mission statements and create a personal mission statement</li> </ul> Reference: 7 Habits of Highly Effective Teens	SL9-10.1a SL11-12.1a W9-10.1e W11-12.1e	HU4, HU6, ED2, ED-TT6, CRP9	IR13.6 IR13.1
<b>Performance Indicator 4.3</b> <b>Explain how effective time management impacts a person’s leadership abilities</b>	<b>Recommended Application/Activity</b>	<b>CCSS Standards</b>	<b>CCTC Standards</b>	<b>National FACS Standards</b>
4.3.1 Defend view about	<ul style="list-style-type: none"> <li>Complete a Family Ties Power of One Project</li> </ul>	W9-10.1a	HU2, HU1, HU6,	CCFC1.2

<p>an individual's <b>role</b> &amp; responsibility to family, school, community, and nation</p>	<ul style="list-style-type: none"> <li>• Complete local, district, state, and national level FCCLA service projects</li> </ul>	<p>W11-12.1a W9-10.3 W11-12.3</p>	<p>CRP8CRP6,ED2</p>	<p>IR13.2 IR13.5</p>
<p>4.3.2 Create a time <b>management</b> plan</p>	<ul style="list-style-type: none"> <li>• Differentiate between effective and non-effective time management techniques, such as punctuality vs. <b>procrastination</b></li> <li>• Develop a plan of action for a service project</li> <li>• Evaluate plan of action for effective <b>time management</b></li> </ul>	<p>SL9-10.1b SL11-12.1b R9-10.9 R11-12.9</p>	<p>HU1, ED2, CRP8</p>	<p>IR13.6</p>

Standard 5.0 Use effective communication skills in personal, public, and group settings to accomplish goals-9 HOURS				
Performance Indicator 5.1 Assess the benefits of having positive public relationships	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
5.1.1 Determine characteristics that create a positive impression	<ul style="list-style-type: none"> <li>Conduct a survey on personal characteristics that create a positive impression and graph results (i.e. appearance, speech, body language, punctuality, hygiene, manners, posture, <b>rapport</b>)</li> <li>Create a Positive Impression vs. Negative Impression Collage</li> </ul>	SL9-10.2 SL11-12.2 R9-10.4 R11-12.4	ED1, ED2, CRP6	
5.1.2 Demonstrate skills that build effective <b>public relations</b>	<ul style="list-style-type: none"> <li>Design, role-play &amp; evaluate positive and negative public relations skills</li> <li>Critique personal public relations skills and write an improvement plan. Reference: Leadership &amp; Service Learning Resource Binder—" Skills that Build Effective Public Relations"</li> </ul>	SL9-10.1c SL11-12.1c W9-10.1 W11-12.1	ED1, ED2, CRP6, CRP8, CRP12	CCFC1.2 IR13.3
Performance Indicator 5.2 Demonstrate effective speaking skills	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
5.2.1 Examine barriers to effective speaking skills, <b>verbal and non-verbal</b>	<ul style="list-style-type: none"> <li>Engage in activities which focus on communication and reflect on the barriers i.e. Someone Claps Twice, That's Not Fair, Gossip Game, Build a Shelter</li> <li>Barriers to effective communication</li> <li><b>Jargon</b></li> <li>Facial expressions</li> <li>Tone, inflection, volume</li> <li>Body language</li> <li>Lack of <b>feedback</b></li> <li><b>Ambiguity</b></li> <li>Wrong channeling-send a message through the</li> </ul>	SL9-10.1d SL11-12d	ED2, CRP12	IR13.3

	wrong means			
5.2.2 Analyze speaking skills to develop goals for improvement	<ul style="list-style-type: none"> <li>Video individual speeches and critique for effective communication skills</li> <li>-Use appropriate body language</li> <li>-Keep listener and audience in mind</li> <li>-Keep messages short and simple</li> <li>-Be considerate of others' feelings</li> <li>-Be open and honest</li> <li>-Be positive</li> <li>-Check for accuracy of message</li> <li>-Speak Clearly</li> <li>-Use a pleasant tone of voice</li> <li>-Speak slowly</li> <li>-Organize speech in a logical order</li> <li>-Use standard English (not slang)</li> </ul>	SL9-10.3 SL11-12.3 SL9-10.4 SL11-12.4	ED1, ED2, CRP11	CCFC1.2 IR13.3
<b>Performance Indicator 5.3</b> <b>Compare effective communication techniques in written communication</b>	<b>Recommended Application/Activity</b>	<b>CCSS Standards</b>	<b>CCTC Standards</b>	<b>National FACS Standards</b>
5.3.1 Write effective <b>business correspondence</b> , in the form of a business letter, follow-up letter, and thank you letter using appropriate <b>format</b>	<ul style="list-style-type: none"> <li>Format a formal business letter to address a concern i.e. product complaint, to request college degree information, a local business asking for a donation to a cause</li> <li>Format a follow-up letter to inquire about the status of a request</li> <li>Format a thank you letter once a response to concern has been addressed</li> </ul>	W9-10.2e W11-12.2e W9-10.2f W11-12.2f	HU3, HU-CSM5, ED1, ED2, CRP4, CRP8, CRP11	CCFC1.2 IR13.3
5.3.2 Use electronic means of written communication to convey a message (memo, email, text, post, blog, wiki, tweet, etc.)	<ul style="list-style-type: none"> <li>Compose electronic messages to convey information to community partners, classmates, FCCLA members, parents, and other interested parties</li> </ul>	W9-10.6 W11-12.6	HU3, ED1, ED2, CRP4, CRP11	CCFC1.2 IR13.3

<p>5.3.3 Create a printed document to inform a specific audience about project goals</p>	<ul style="list-style-type: none"> <li>Design a document providing information about a project goals (i.e. a <b>Public Service Announcement (PSA)</b>, flyer, pamphlet, brochure, parent letter, school newsletter, or newspaper article using technology)</li> </ul>	<p>W9-10.2d W11-12.2d W9-10.2e W11-12e</p>	<p>HU3, ED1, ED2, CRP4, CRP11</p>	<p>CCFC1.2 IR13.3</p>
<p><b>Performance Indicator 5.4</b> <b>Describe the benefits of using parliamentary procedure</b></p>	<p><b>Recommended Application/Activity</b></p>	<p><b>CCSS Standards</b></p>	<p><b>CCTC Standards</b></p>	<p><b>National FACS Standards</b></p>
<p>5.4.1 Develop an <b>agenda</b> to conduct a meeting</p>	<ul style="list-style-type: none"> <li>Prepare an Agenda to use in a class business meeting</li> </ul>	<p>W9-10.2a W11-12.2a</p>	<p>ED2</p>	<p>CCFC1.2</p>
<p>5.4.2 Participate in a meeting using <b>parliamentary procedure</b>, observing <b>Robert’s Rules of Order</b></p>	<ul style="list-style-type: none"> <li>Role play a sample meeting scenario which includes a <b>main motion, second, point of order, and amendment</b></li> <li>Analyze a business meeting (i.e. school board meeting, <b>quorum</b> court, planning commission meeting, city council meeting, etc.) and explain the function or role of the following majority vote, <b>chair/chairperson, minutes, debate, parliamentarian:</b></li> <li>Conduct a business meeting in LSL following the pre-made agenda</li> </ul>	<p>SL9-10.1b SL11-12.1b SL9-10.1d SL11-12.1d</p>	<p>ED1, ED2, CRP8, CRP12</p>	<p>CCFC1.2 IR13.5</p>

Standard 6.0 Apply leadership skills to resolve conflict and to improve team dynamics-5 HOURS				
Performance Indicator 6.1 Describe conflict resolution skills	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
6.1.1 Identify reasons leading to <b>conflict</b> or <b>adversity</b>	<ul style="list-style-type: none"> <li>Examine historical situations where conflict occurs and classify according to type; i.e. Situational conflicts, Personality conflicts, Power Struggles</li> </ul>	W9-10.2 W11-12.2	CRP7	F6.2 IR13.4
6.1.2 Use <b>conflict resolution</b> techniques to resolve routine and non-routine disputes	<ul style="list-style-type: none"> <li>Role play conflict resolution scenarios using different techniques, i.e. <b>negotiate, arbitrate, mediate, legislate, litigate</b></li> <li>Examine current events identifying types of conflict resolution used</li> <li>Using a conflict scenario, propose a <b>compromise</b> or resolution technique</li> </ul>	SL9-10.1c SL11-12.1c SL9-10.3 SL11-12.3 L9-10.6 L11-12.6	ED1, ED2, CRP8, CRP9, CRP12	F6.2 IR13.3 IR13.4 IR13.5 IR13.6
6.1.3 Propose techniques for dealing with difficult people or situations	<ul style="list-style-type: none"> <li>Formulate conclusions from multiple view points to deal with difficult people or situations and write an essay to present</li> <li>Reference: <a href="#">Still More Activities that Teach</a></li> </ul>	W9-10.1b W11-12.1b W9-10.2d W11-12.2	ED1, CRP8	IR13.1 IR13.4 IR13.6
Performance Indicator 6.2 Participate in team building activities	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
6.2.1 Examine advantages of teamwork versus working individually	<ul style="list-style-type: none"> <li>Chart the pros and cons of working in teams verses working individually</li> </ul>	W9-10.2a W11-12.2a		
6.2.2 Plan and conduct <b>team</b> building activities with specific goals in mind	<ul style="list-style-type: none"> <li>Reflect on team building activities (i.e. Build a Bridge, Chain Gang, Stacking Cups, Grab Bag, Build a raft, Balloon Race, Marble Slide, Tic-Tac-Toe)</li> </ul>	SL9-10.1b SL11-12.1b SL9-10.1d AL11-12.1d W9-10.2f W11-12.2f	ED1, ED2, ED-TT7, CRP8, CRP9, CRP12	IR13.5
6.2.3 Identify characteristics of	<ul style="list-style-type: none"> <li>After participating in team activities, analyze what</li> </ul>	SL9-10.1d SL11-12.1d	ED2, CRP8	IR13.6 IR13.3

<p>effective teams</p> <ul style="list-style-type: none"><li>• Strong sense of purpose of well-defined goal</li><li>• Good leadership</li><li>• Listening skills</li><li>• Clear roles</li><li>• Mutual appreciation &amp; <b>tolerance</b></li><li>• <b>Trust</b></li><li>• Lack of <b>selfishness</b></li></ul>	<p>made some teams successful and some teams fail (Reference: <a href="http://www.ehow.com">www.ehow.com</a>)</p>			
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## Glossary

### ***Standard 1.0 Use technology to create a professional portfolio documenting career skills, leadership skills, and service learning activities***

1. Cover letter – letter sent with a resume to a potential employer
2. Digital camera – device used to capture images into digitized electronic data, which can be stored and retrieved immediately. Digital images can also be printed directly from a computer producing pictures without the need for photo processing
3. Graphics – a picture, border, map, or graph used for illustration or demonstration.
4. Mass storage – removable data drive or website data collection app (i.e. thumb drive, flash drive, jump drive, external hard drive, dropbox.com)
5. Multimedia – a technique for expressing ideas in which several media are employed (sound, video, text, in communication, entertainment, or art)
6. Personal Mobile Device – a small electronic device that can have a variety features including internet access, social media access, e-mail, text, calendar, and synchronization, and other apps
7. Portfolio – collection of samples of work that highlight your interest, talents, contributions, and studies; important item to bring to job interviews
8. Presentation software – programs used to create graphic presentations with visual aids, such as handouts, PowerPoint, Movie Maker, Prezi, etc.
9. Resume – a summary of your qualifications for a job

***Standard 2.0 Actively participate in leadership and service organizations (FCCLA – Family, Career and Community Leaders of America)***

1. Acronym – a word formed from the initial letters of a phrase or title
2. Creed – a statement of belief
3. Emblem – a visual symbol that represents a group
4. Family, Career, and Community Leaders of America (FCCLA) – an organization for students who are enrolled or have been enrolled in family and consumer sciences classes for at least one semester
5. Mission – a statement that defines an organization's overarching purpose.
6. National programs – frameworks for FCCLA action that encourage members to enhance their personal growth and build their leadership skills
7. Motto – a word or saying that expresses ones aims, ideals, or guiding rule.
8. Purposes – the object for which something exists or is done.

***Standard 3.0 Plan and conduct community-based service learning projects***

1. Brainstorming – listing all possible ideas without judging or eliminating any
2. Charity – generosity and helpfulness especially toward the needy or suffering; an institution engaged in relief of the poor
3. Civic organization – a group working toward the betterment of humanity
4. Commitment – an agreement or pledge to do something, the desire to finish a project, task, or goal
5. Compassion – deep awareness of the suffering of another with the desire to relieve it
6. Corporation – an association of employers and employees in a basic industry or of members of a profession organized as an unit for political representation
7. Dedication – personal commitment or setting aside of resources for a specific purpose
8. Determination – the act of making a firm decision
9. Donation – the giving of a gift especially to a charity or public institution, a free contribution
10. Empathy – the ability to understand what someone else is experiencing
11. Foundation – an organization or institution established by endowment
12. Goals – something a person wants to have or to achieve and is willing to work for
13. Grant – a giving of funds for a specific purpose
14. Humanitarian – a person promoting human welfare and social reform
15. Motivate – to provide with an incentive; move to action; impel
16. Network – an extended group of people with similar interests or concerns who interact and remain in informal contact for mutual assistance or support

- 17. Nonprofit organization – not conducted or maintained for the purpose of making a profit
- 18. Philanthropy – goodwill to fellowmen; active effort to promote human welfare
- 19. Planning process – a five step method to help FCCLA members and advisers plan individual, group or chapter activities. The five steps are: identify concerns, set a goal, form a plan, act, and follow up
- 20. Respect – to feel or show regard for others
- 21. Service learning – a teaching method that combines meaningful service to the community through curriculum-based learning
- 22. Volunteer – to willingly agree to perform a task or service to others without pay. Someone who agrees to perform such tasks or services
- 23. Work ethic – a personal commitment to doing your very best as part of the workplace team

***Standard 4.0 Apply qualities of leadership to complete long-term, cooperative projects***

1. Accountability – an obligation or willingness to accept responsibility for one’s actions
2. Autocratic – leader dominates the power
3. Caring – feeling and exhibiting concern for others
4. Character – personal guidelines developed as a part of the socialization process that serves as a person’s personal judge for every situation that he or she faces
5. Charisma – personal magnetism or charm
6. Citizenship – the quality of an individual’s response to membership in a community
7. Courage – mental or moral strength to venture or persevere
8. Democratic – the leader shares, is people-oriented, and is open-minded
9. Ethics – a set of moral principles or values
10. Enthusiasm – strong excitement or feeling
11. Fairness – free of favoritism or bias
12. Generosity – giving time, talents, and other resources without expecting something in return
13. Initiative – taking action and getting started
14. Integrity – firm adherence to a code of moral values
15. Laissez-faire – an absence of leadership, for the group to go its own way without guidance
16. Leadership – the ability to direct and influence others
17. Management – using resources effectively to achieve goals and solve problems

18. Peer pressure – persuasion to conform to the group and go along with group activities
19. Procrastinate – to put off repeatedly or to keep postponing something that needs to be done
20. Respect – to feel or show regard for others
21. Responsibility – an obligation or duty for which a person is held accountable
22. Role – a way of acting to fulfill certain responsibilities in life, most often taught by family members
23. Standards – something set up and established by authority as a rule for the measure of quantity, value, or quality
24. Time management – using time wisely to complete a task
25. Trustworthy – being reliable or dependable
26. Willingness – a person willing to work who has a chance to become a success

**Standard 5.0 Use effective communication skills in personal, public, and group settings to accomplish goals**

1. Agenda – order of business for the meeting
2. Amendment – a change of addition to the main motion, amendments can also be amended
3. Ambiguity – a word or expression that can be understood in two or more possible ways
4. Business correspondence – professional communication in a written format
5. Chair/chairperson – person presiding at meeting
6. Debate – discussion for or against the motion
7. Feedback – a return message in response to a communication; comments about, or corrections to an action, process, or presentation
8. Format – the arrangement or plan; a particular combination of content or style
9. Jargon – special words or expression that are used by a particular profession or group and are difficult for others to understand
10. Main motion – an idea brought before the group for consideration
11. Majority – over half of the votes cast
12. Minutes – written record of the meeting
13. Non-verbal communication – communication that uses factors other than words, such as gestures, facial expressions, eye contact, and body language
14. Parliamentarian – one who has knowledge of parliamentary procedure and is skilled in its practice
15. Parliamentary Procedure – a recognized and acceptable method of conducting and official meeting
16. Point of Order – to correct a breach of order or error in procedure

17. Public relations – management of an organization’s relationship with consumers, communities, and other public segments; the business of cultivating public goodwill toward a person, firm, or institution
18. Public Service Announcement (PSA) – a brief persuasive or informative message presented on radio and/or television
19. Quorum – minimum number of members that must be present to conduct the business of the meeting
20. Rapport – a relationship based on open communication and understanding
21. Robert’s Rules of Order – an authoritative book on the standards of parliamentary law
22. Second – another member supports motion
23. Verbal communication – expressing ideas to others by using spoken words

***Standard 6.0 Apply leadership skills to resolve conflict and to improve team dynamics***

1. Adversity – state or condition contrary to well being
2. Arbitrate – to submit or refer for decision to an independent person in order to settle a dispute
3. Compromise – coming to an agreement in which each person gives up something in order to get what they both want
4. Conflict – any struggle, disagreement, or fight
5. Conflict resolution – the process of settling a conflict by cooperating and problem solving
6. Legislate – to make laws or rules to settle a conflict
7. Litigate – to contest a dispute in a court of law
8. Mediation – a process in which a neutral third party is used to help reach a solution that's agreeable to both sides
9. Negotiation – the process of discussing problems face-to-face in order to reach a solution
10. Selfishness – having little or no concern for others
11. Team – a cooperative unit
12. Tolerance – the ability to overlook or accept things you do not agree with; accepting and respecting other people's customs and beliefs
13. Trust – a firm belief in the honesty and reliability of another person

## **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)**

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. Act as a responsible and contributing citizen and employee. <b>CRP1</b></li> <li>2. Apply appropriate academic and technical skills. <b>CRP2</b></li> <li>3. Attend to personal health and financial well-being. <b>CRP3</b></li> <li>4. Communicate clearly, effectively, and with reason. <b>CRP4</b></li> <li>5. Consider the environmental, social and economic impacts of decisions. <b>CRP5</b></li> <li>6. Demonstrate creativity and innovation. <b>CRP6</b></li> <li>7. Employ valid and reliable research strategies. <b>CRP7</b></li> </ol> | <ol style="list-style-type: none"> <li>8. Utilize critical thinking to make sense of problems and persevere in solving them. <b>CRP8</b></li> <li>9. Model integrity, ethical leadership, and effective management. <b>CRP9</b></li> <li>10. Plan education and career path aligned to personal goals. <b>CRP10</b></li> <li>11. Use technology to enhance productivity. <b>CRP11</b></li> <li>12. Work productively in teams while using cultural/global competence. <b>CRP12</b></li> </ol> |
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## **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. **FSD9.6**

### **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**