

Family and Consumer Sciences

Content Standards

with
Academic Content Standards in
English Language Arts, Mathematics, Science and Social Studies

2007



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Family and Consumer Sciences Content Standards

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FOREWORD

The *Family and Consumer Sciences Content Standards* contain the curricular framework for career-technical education programs.

This document represents a collaborative effort of the following professional partners: the Ohio Department of Education's (ODE) Office of Career-Technical and Adult Education (CTAE); the Human Ecology Department at The Ohio State University (OSU); and the Ohio Resource Center of Mathematics, Science and Reading at OSU. Secondary and postsecondary educators, along with field-related professionals, also participated in the development of the content standards.

The *Family and Consumer Sciences Content Standards* combine embedded process skills that integrate the following: Build Interpersonal and Collaborative Skills; Integrate Life Management Process Skills; Develop Leadership and Advocacy Process Skills; and Think and Reason Critically Process Standards; and reflect academic content standards (English language arts, mathematics, science and social studies). The *Family and Consumer Sciences Content Standards* consist of financial literacy, healthy lifestyles, designing a career blueprints, building relationships, consumer power, food safety, managing life plans, managing transitions and nurturing and caring for children.

This document delineates competencies that outline the knowledge and skills needed for career success in any career field and in personal life. It includes core competencies that span all career fields, addressing critical skills, including problem solving and critical thinking, and leadership and teamwork skills.

In addition, benchmarks from Ohio's *English Language Arts Academic Content Standards*, *Mathematics Academic Content Standards*, *Science Academic Content Standards*, and *Social Studies Academic Content Standards* have been embedded, outlining the language arts, mathematics, science and social studies knowledge and skills associated with specific competencies at the middle school and high school levels.

This document forms the basis for developing an integrated delivery system that provides opportunities for new and challenging programs and courses. It is hoped that the document will enhance and expand career-technical education and postsecondary degree programs in Family and Consumer Sciences and related fields.

Sincerely,

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Note: This document is available on the Internet by searching for "Family and Consumer Sciences Content Standards" at www.ode.state.oh.us.

ACKNOWLEDGEMENTS

A number of individuals contributed their time and expertise to develop this document. Special thanks go to all the government representatives and educators named in this document. Further acknowledgement is due to:

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- Jane Ensign, Director, Office of Curriculum and Instruction, Ohio Department of Education

Those listed above provided vision and implementation support for *Family and Consumer Sciences Content Standards* and for Ohio's Family and Consumer Sciences educational programs.

Also, special thanks are due to the following professional partners of this project:

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Development of *Family and Consumer Sciences Content Standards*

The process for developing the *Family and Consumer Sciences Content Standards* began during the summer of 2005 with the convening of a project oversight committee and the initial research and standards writing participants and culminated in February 2007 with the work of a panel of business representatives and educators focusing on academic correlation. Over the course of 2005-2007, numerous business representatives as well as secondary and postsecondary educators from across Ohio took part in the formal development process. The following summarizes the various stages of the development process.

Oversight Committee: Summer 2005

A group of Ohio Family and Consumer Sciences teachers began the project of writing Ohio standards for Family and Consumer Sciences. An Oversight Committee emerged to take the lead. Guided by ODE procedures, this group planned how the standards that will guide the future of Family and Consumer Sciences in Ohio would be developed.

Initial Research Committee: June 2005

Research was reviewed across the Family and Consumer Sciences content areas. The written reviews involved consulting many content experts as well as reading and summarizing research studies and summaries. The research reviews both supported and guided the crafting of each of the standards and benchmarks in the first draft of Ohio's *Family and Consumer Sciences Content Standards*.

Validation Expert Panels: April-May 2006

Four expert panels convened to review standards and benchmarks. The writing of standards and benchmarks was based on research in Family and Consumer Sciences content areas and integrated four process skills: 1) Think and Reason Critically; 2) Build Interpersonal and Collaborative Skills; 3) Integrate Life Management Skills; and 4) Develop Leadership and Advocacy Skills. The panels were charged with reviewing and revising the standards and benchmarks, and then narrowing the selection to focus on competencies they believed middle and high school students needed to know to become healthy individuals, contributing members of families and diverse communities and participants in the global workplace.

Standards - Advocate a Healthy Lifestyle and Ensure Food Safety: April 12, 2006

Expert panel members reviewed standards and benchmarks based on research in the content areas of nutrition, healthy weight and food safety. The experts represent knowledge in areas such as obesity and health; health concerns of special populations; fitness and weight management; consumer economics; healthy and safe food protection, acquisition and preparation; and public nutrition and health education. From this panel emerged the standards called "Advocate a Healthy Lifestyle" and "Ensure Food Safety."

Standards - Build Relationships, Nurture and Care for Children and Manage Personal Transitions: April 19, 2006

Experts in the content areas of family, child and human development convened to review standards and benchmarks supported by research in these fields of expertise. Panel members were from areas of expertise such as family development; parenting; building relationships; human sexuality; character education; domestic violence; child abuse and neglect; adolescent development; families and ethnic diversity; child development, and child care and education. From this panel emerged the standards called "Build Relationships," "Nurture and Care for Children" and "Manage Personal Transitions."

Standards - Become Consumer Savvy and Demonstrate Personal Financial Literacy: April 26, 2006

Expert panel members reviewed the standards and benchmarks related to content areas supported by research in and related to consumer economics and family financial planning. Invited panel members are experts in areas such as family financial decision making and well-being, consumer economics, financial literacy, family financial planning, customer service and employee satisfaction and consumer education. From this panel emerged the standards called "Become Consumer Savvy" and "Demonstrate Personal Financial Literacy."

Standards - Manage a Life Plan and Design a Career Blueprint: May 3, 2006

Panel members who are expert professionals in career education and counseling reviewed standards and benchmarks that had emerged from research in the content areas of career exploration and life planning, personal decision making, human resources, employment demands and career success. From this panel emerged the standards called “Manage a Life Plan” and “Design a Career Blueprint.”

Detailing Content and Grade Leveling of Ohio’s *Family and Consumer Sciences Content Standards*: July 13 and 14, 2006

Family and Consumer Sciences teachers reviewed the standards and benchmarks validated by the panels of content experts. Teachers sequenced the benchmarks and elaborated the descriptors that would indicate when the benchmarks are met. The benchmarks and descriptors were selected and detailed at three different levels: middle, beginning high school, and senior or advanced levels.

Academic Alignment Panel: February 1-2, 2007

The academic review panel brought together business representatives, secondary and postsecondary educators to identify benchmarks from Ohio’s *Academic Content Standards for English Language Arts, Mathematics, Science and Social Studies* that are embedded within the competencies. This incorporation of academic content standards with the career field content standards provides an opportunity for instructional integration of content, helping to contextualize learning for students and providing the basis for collaboration across disciplines.

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February 1-2, 2007

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Philosophy and Principles for Implementation

Family and Consumer Sciences educational programs focus on instruction that will empower individuals to take action for the well-being of themselves and others in the workplace, community and home. The *Family and Consumer Sciences Content Standards* call for using real-life scenarios as a framework for course content, helping students develop a high level of competence in problem solving, interpersonal skills, citizenship and leadership while balancing work and family. Family and Consumer Sciences education provides a foundation for all career fields.

A career field is a “grouping of occupations and broad industries based on commonalities” (see www.careercluster.org). Career fields are the basis for developing both broad and specialized technical content standards that serve as a framework for curriculum, instruction, assessment and program design, addressing the needs of an entire industry and business sector. Ohio’s 16 career fields align with national efforts to broaden career-technical education, integrate career-technical with academic study and reflect the workforce needs of today and tomorrow. For today’s students to be adequately prepared for tomorrow’s workforce, they must have an education that:

- **Incorporates a broad, long-term conception of work in combination with the depth of specialization skills.** Employees need an understanding of the field in which they work that is more comprehensive than a single occupational area. Occupationally-focused programming needs to be presented in a larger context, so students can generalize learning, make connections between education and work, and adapt to changes in their careers. Workplace knowledge and skills are needed to prepare employees for collaborating and problem solving while contributing to the broader business process.
- **Emphasizes the acquisition of strong academic knowledge and skills.** Academic skills provide the foundation for career success. The integration of academic content standards with career field technical content standards helps to contextualize learning for students, making English language arts, mathematics, science and social studies relevant to students as a means to an important end — success at work and in life.
- **Facilitates high-school-to-postsecondary transitions.** A lifetime of change means a lifetime of learning, including postsecondary education. Students need knowledge and skills for success in a variety of postsecondary options, including apprenticeships, industry credentialing through adult education, two- and four-year college degree programs, and graduate school.

Vision

Family and Consumer Sciences education empowers individuals and families throughout their lives to manage the challenges of living and working in a diverse, global society. Our unique focus is on work, families and interrelationships.

Mission Statement

The mission of Family and Consumer Sciences education is to prepare students for work life, careers and family life by providing opportunities to develop the knowledge, skills, attitudes and behaviors needed for:

- Strengthening the well-being of individuals and their families across the life span;
- Becoming responsible citizens and leaders in the family, the community and work settings;
- Promoting optimal nutrition and wellness across the life span;
- Managing resources to meet the material needs of individuals and families;
- Balancing personal, home, family and work lives;
- Using critical and creative thinking skills to address problems in diverse family, community and work environments;
- Managing life, including employment and career development;
- Functioning as providers and consumers of goods and services; and
- Appreciating human worth and accepting responsibility for one’s actions and success in family and work life.

Student Organization – Family, Career and Community Leaders of America (FCCLA)

FCCLA is a nonprofit, national career and technical student organization for young men and women in family and consumer sciences education in public and private school through grade 12. Family, Career and Community Leaders of America is the only national career and technical student organization with the family as its central focus. Chapter projects focus on a variety of youth concerns, including teen pregnancy, parenting, family relationships, substance abuse, peer pressure, environment, nutrition and fitness, teen violence and career exploration. Assets of the program include:

- the only in-school student organization with the family as its central focus;
- a vocational student organization that functions as an integral part of the family and consumer sciences education curriculum and operates within the school system; and
- provides opportunities for active student participation at local, state and national levels.

FCCLA involvement offers members the opportunity to expand their leadership potential and develop skills for life – planning, goal setting, problem solving, decision making and interpersonal communications – necessary for success in the workplace and at home.

Family and Consumer Sciences Content Standards

The *Family and Consumer Sciences Content Standards* outline the knowledge and skills needed for success within any career field, multiple pathways and, in some cases, areas of specialization. Family and Consumer Sciences also provide the necessary skills to enhance student social and interpersonal skills, both personally as well as in the workplace.

The content standards have been validated by business/industry representatives as well as middle school, high school and postsecondary educators that endorse the educational programming in Ohio secondary and postsecondary schools. The standards also serve as the framework for developing a strong connection between Family and Consumer Sciences and all pathways that connect to secondary, adult and postsecondary education systems with the workplace.

The benchmarks from Ohio's academic content standards for English language arts, mathematics, science and social studies are correlated with *Family and Consumer Sciences Content Standards*. The embedded benchmarks have been determined by business/industry representatives and educators to be strongly related to specific knowledge and skills competencies needed to succeed within all career fields.

Key features of Ohio *Family and Consumer Sciences Content Standards* include:

1. High mathematics and reading embedded benchmarks;
2. Strong social studies benchmarks, especially within the financial literacy standard;
3. Ethical, social and relationship skills necessary for the workplace environment; and
4. Critical thinking, problem-solving and leadership skills.

Structure, Format and Definitions

The *Family and Consumer Sciences Content Standards* document is composed of a series of standards, benchmarks, key indicators and grade-level bands with definitions of these and other important document terminology below.

Standard: Overarching goal or theme, in broad terms what students in middle and high school should know and be able to do as a result of studying Family and Consumer Sciences.

Benchmark: Specific statement of what students should know and be able to do in Family and Consumer Sciences. Benchmarks are used to determine progress toward the standard.

Descriptor (Also known as a Key Indicator): Detailed statement of the knowledge and skills that a student is expected to demonstrate or show in Family and Consumer Sciences. Descriptors monitor the progress toward the benchmarks.

Grade-level bands: Checkpoints that monitor progress at each grade level and align with diagnostic tests where applicable. Each standard is followed by benchmarks and supporting indicators for levels in the grade band. *Family and Consumer Sciences Content Standards* are leveled into three grade-level bands: introductory, intermediate and advanced. Selected standards at each of these levels are recommended, based on the students' age and stage of development.

- **Introductory** benchmarks have descriptors designed to introduce the benchmark and the standard to students in grades 7 and 8.
- **Intermediate** benchmarks have descriptors designed to extend the understanding of the benchmark and the application of the standard for students in grades 9, 10 and 11.
- **Advanced** benchmarks have descriptors designed to expand knowledge related to the benchmark and the standard for students in grades 11 and 12.

Academic Content Standards: What students should know and be able to do in Ohio's *English Language Arts, Mathematics, Science and Social Studies Academic Content Standards*. As determined by an Academic Review Panel, this incorporation of academic content standards with FCS content standards provides opportunity for instructional integration of content, helping to contextualize learning for students and providing the basis for collaboration across disciplines.

Skill Standards: Process skill standards involving building interpersonal and collaborative skills, thinking and reasoning critically, developing leadership and advocacy skills and integrating life management skills. Skills that run throughout all standards are essential learning for improving the well-being of individuals in family and workplace.

- **Build Interpersonal and Collaborative Skills:** Building relationships is viewed as a process skill required for students to successfully interact in school, family and workplace on a regular basis to create a supportive, caring and productive environment. Students are faced with pressures on a regular basis and need to develop skills and support systems to resist those behaviors that may lead to poor outcomes. Students can practice these skills so they become a way of life. Students can examine personal behaviors that may be barriers to solving problems and working in groups productively. Students can develop skills to manage and express emotions, recognize cultural influences, set limits, develop positive communication patterns, express emotions, manage anger and express emotions in caring and productive ways.
- **Think and Reason Critically:** Students need to use the process skill of thinking and reasoning critically in all areas of their family and work life to solve problems. They can increase their ability to reason and solve problems by practicing the skill of reasoning and problem solving throughout the curriculum. In families and the workplace, problems emerge and reappear within a new context continuously. Students need to use ethical and critical reasoning to uphold values that

show concern for self, others, community and society. Interpersonal and critical reasoning are used to select reliable sources of information and collect data from the people involved in the problem so that their own and others' values, goals, and needs are met as they act responsibly.

- **Leadership and Advocacy Skills:** Students can advance their knowledge regarding leadership skills and its importance to the family, community and workplace. Students will use tools to develop and practice leadership skills that will enable them to become advocates for families, community, workplace and the world. Students will participate in experiences that will train them to become responsible contributors to local and global discussions on various issues. Taking educated, responsible action will be encouraged in order to facilitate positive change in our society.
- **Integrate Life Management Skills:** Students will recognize the ongoing need to set goals and plan the actions needed to reach them. As circumstances require change and transition, students will be deliberate and thoughtful about strategies to make the change. In the planning and decision making process, students will consider resource management principles to use time, organization, skills, energy and money to meet set goals based on ethical decision making and meeting their own and others' needs.

Family and Consumer Sciences Content Standards Chart

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Family and Consumer Sciences Competency Chart

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Family and Consumer Sciences Competency Chart

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Standard 1: Advocate a Healthy Lifestyle

Students gain knowledge and skills in acquiring and practicing a healthy lifestyle using dietary guidelines that will reduce the risks of chronic disease and unsafe habits. They gain competence to differentiate methods of weight loss and learn reliable resources regarding food and beverage selection. Students will understand the cultural, family, community and economic implications of obesity, healthy weight and lifestyle.

Introductory Benchmark: Advocate a Healthy Lifestyle

Introductory Benchmark A: Identify social and cultural factors that influence healthy lifestyle choices.

Descriptor:

1. Describe the impact of peer pressure on lifestyle.
2. Describe the impact of vending, fast/convenience foods on lifestyle.

Correlated English Language Arts Academic Content Benchmarks

- *Analyze the techniques used by speakers and media to influence an audience, and evaluate the effect this has on the credibility of a speaker or media message.* (Communication: Oral and Visual B, 8-10)

Introductory Benchmark B: Demonstrate use of problem solving to make healthy food choices for a healthy body.

Descriptor:

1. Establish criteria for making daily food choices to meet valued outcomes (e.g., health, economics and aesthetics).
2. Explain how MyPyramid.gov guides healthy food choices.
3. Predict the consequences of using daily recommended dietary habits.
4. Explain how group/team skills accommodate and meet individual healthy body needs in a family/household with diverse preferences.

Correlated English Language Arts Academic Content Benchmarks

- *Apply reading comprehension strategies to understand grade-appropriate text.* (Reading Process A, 8-10; Reading Process A, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)
- *Analyze the techniques used by speakers and media to influence an audience, and evaluate the effect this has on the credibility of a speaker or media message.* (Communication: Oral and Visual B, 8-10)

Correlated Mathematics Academic Content Benchmarks

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)

Introductory Benchmark C: Describe food intake patterns related to healthy lifestyle outcomes.

Descriptor:

1. Recognize choices that promote healthy food consumption.

2. Identify food categories or combinations that meet healthy dietary guidelines and contribute to healthy eating patterns.
3. Demonstrate knowledge of basic food preparation.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Apply reading comprehension strategies to understand grade-appropriate text.* (Reading Process A, 8-10; Reading Process A, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Compare, order and determine equivalent forms of real numbers.* (Number, Number Sense and Operations E, 8-10)
- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)

Introductory Benchmark D: Examine restaurants and their menus related to a healthy lifestyle.

Descriptor:

1. Research www.MyPyramid.gov to gain knowledge of restaurant menu items for nutritional value.
2. Differentiate among restaurant menu items that contribute to daily requirements including portion control.
3. Identify nutritious foods to eat when away from home.

Correlated English Language Arts Academic Content Benchmarks

- *Apply reading comprehension strategies to understand grade-appropriate text.* (Reading Process A, 8-10; Reading Process A, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Evaluate how features and characteristics make information accessible and usable and how structures help authors achieve their purposes.* (Reading Applications: Informational, Technical and Persuasive Text A, 8-10)

Correlated Mathematics Academic Content Benchmarks

- *Apply mathematical knowledge and skills routinely in other content areas and practical situations.* (Mathematical Processes B, 8-10)

Introductory Benchmark E: Apply nutrition information to guide food choices for a healthy lifestyle.

Descriptor:

1. Determine reliable sources of nutrition information.
2. Identify the components of the USDA nutrition facts label.
3. Research special claims on food labels related to the nutritive value of packaged food.
4. Demonstrate knowledge of nutrient functions in the body.

Correlated English Language Arts Academic Content Benchmarks

- *Apply reading comprehension strategies to understand grade-appropriate text.* (Reading Process A, 8-10; Reading Process A, 11-12)

- *Evaluate the usefulness and credibility of data and sources.* (Research B, 8-10)
- *Analyze the techniques used by speakers and media to influence an audience, and evaluate the effect this has on the credibility of a speaker or media message.* (Communication: Oral and Visual B, 8-10)

Correlated Mathematics Academic Content Benchmark

- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Introductory Benchmark F: Understand factors associated with body weight.

Descriptor:

1. Explain the role of exercise in managing weight.
2. Identify factors that influence body weight.
3. Explain criteria for determining healthy body weight.

Correlated Mathematics Academic Content Benchmark

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)

Introductory Benchmark G: Recognize how physical activity and sleep affect a healthy lifestyle.

Descriptor:

1. Identify the health benefits of physical activity and sleep.
2. Describe physical activities suitable for adolescents.
3. Describe the sleep patterns suitable for adolescents.

Intermediate Benchmarks: Advocate a Healthy Lifestyle

Intermediate Benchmark A: Recognize social and cultural factors that influence healthy lifestyle choices.

Descriptor:

1. Determine the impact of advertising/media, peer pressure, vending, cafeterias, convenience and fast food on lifestyle.
2. Identify ethnic perceptions of such factors as body weight and food choices.

Correlated English Language Arts Academic Content Benchmark

- *Analyze the techniques used by speakers and media to influence an audience, and evaluate the effect this has on the credibility of a speaker or media message.* (Communication: Oral and Visual B, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)
- *Evaluate the reliability and credibility of sources.* (Social Studies Skills and Methods A, 9-10)

Intermediate Benchmark B: Use problem solving to ensure an overall healthy body.

Descriptor:

1. Interpret how MyPyramid.gov guides healthy food choices.
2. Relate the consequences of using the daily recommended dietary habits (e.g., eating whole grains, fresh fruits, and vegetables; choosing low-fat dairy and meat; adding fiber; and balancing caloric intake).
3. Determine how exercise habits may promote healthy weight.
4. Examine situations and behaviors that can promote poor health outcomes (e.g., tobacco use, substance abuse, violence and risk-taking, environmental factors and sexual behavior).
5. Demonstrate skills to accommodate and meet the healthy body needs of all family/household members.

Correlated English Language Arts Academic Content Benchmarks

- *Apply reading comprehension strategies to understand grade-appropriate text.* (Reading Process A, 8-10; Reading Process A, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Organize information from various resources and select appropriate sources to support central ideas, concepts and themes.* (Research C, 8-10)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)
- *Describe and interpret rates of change from graphical and numerical data.* (Patterns, Functions and Algebra J, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Intermediate Benchmark C: Create food patterns related to healthy lifestyle outcomes.

Descriptor:

1. Explain the health outcomes of food, beverage, and snack selection.
2. Plan meals in advance to promote healthy food, beverage and snack consumption, including:
 - a. Select foods meeting dietary guidelines;
 - b. Identify the role of socialization in food patterns;
 - c. Apply table service conventions.
3. Organize an action plan to adopt improved eating and exercise habits.
4. Prepare foods that meet healthy dietary guidelines and contribute to healthy eating patterns by:
 - a. Choosing foods for a range of income and preference demands;
 - b. Choosing and cooking with whole grains (e.g., whole wheat muffins, granola, brown rice);
 - c. Preparing food combinations to increase nutrient absorption;
 - d. Preparing foods without fats and preservatives;
 - e. Preparing foods low in fat and carbohydrates or use substitutions;
 - f. Using dry (e.g., sauté, grill, broil, roast, bake) and moist (e.g., steam, poach, simmer) heat cooking methods that maintain nutrients;
 - g. Avoiding harmful fats;
 - h. Choosing and/or preparing food, beverages, and snacks with less added sugar, highly caloric sweeteners, and/or salt;
 - i. Choosing high protein foods with low fat, lean, and/or fat-free meat, poultry, nuts and beans;
 - j. Using basic food preparation knowledge (e.g., following a recipe, equivalents, measurement, cooking and preparation terms, equipment operation and care).
5. Analyze food and dietary intake using the USDA dietary guidelines.
6. Employ healthy choices around special dietary needs (e.g., diabetes, food allergies.)
7. Use problem solving to plan healthy choices around special dietary needs.
8. Describe the role each nutrient plays in overall body health.
9. Research healthy food choices that span cultural patterns and preferences.
10. Examine the effects that nutrients have on the body at the cellular level.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Apply reading comprehension strategies to understand grade-appropriate text.* (Reading Process A, 8-10; Reading Process A, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Compare, order and determine equivalent forms of real numbers.* (Number, Number Sense and Operations E, 8-10)
- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)
- *Write and solve real-world, multi-step problems involving money, elapsed time and temperature, and verify reasonableness of solutions.* (Measurement F, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Science Academic Content Benchmarks

- *Explain the flow of energy and the cycling of matter through biological and ecological systems (cellular, organism and ecological).* (Life Sciences D, 9-10)
- *Explain how processes at the cellular level affect the functions and characteristics of an organism.* (Life Sciences A, 11-12)

Correlated Social Studies Academic Content Benchmark

- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)

Intermediate Benchmark D: Analyze restaurants and their menus related to a healthy lifestyle.

Descriptor:

1. Review restaurant menu items for nutrient content.
2. Select restaurant menu items that create a healthy, balanced meal.

Correlated English Language Arts Academic Content Benchmarks

- *Use appropriate self-monitoring strategies for comprehension.* (Reading Process C, 8-10; Reading Process C, 11-12)
- *Evaluate how features and characteristics make information accessible and usable and how structures help authors achieve their purposes.* (Reading Applications: Informational, Technical and Persuasive Text A, 8-10)

Correlated Mathematics Academic Content Benchmark

- *Apply mathematical knowledge and skills routinely in other content areas and practical situations.* (Mathematical Processes B, 8-10)

Intermediate Benchmark E: Determine nutrition information to guide food choices for a healthy lifestyle.

Descriptor:

1. Explore reliable sources of nutrition and exercise information (e.g., food labels, nutrition and diet information, popular magazines, advertisements, peer and family information, Web sites, fitness centers).
2. Evaluate the components of the USDA nutrition facts label for information on the nutritive value of packaged food.
3. Evaluate the uses and dangers of supplements and steroid use.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)
- *Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources.* (Research C, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)

- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmark

- *Evaluate the reliability and credibility of sources.* (Social Studies Skills and Methods A, 9-10)

Intermediate Benchmark F: Interpret factors associated with body weight.

Descriptor:

1. Explain the variety of factors that influence weight (e.g., genetics, physical activity, food choices, environment, income, ethnicity, gender, age).
2. Analyze criteria for determining healthy body weight.
3. Explain weight management programs including surgical weight reduction possibilities and their short- and long-term outcomes.
4. Identify eating disorders, symptoms, and current research for prevention and management.
5. Describe safe, healthy, effective weight loss and maintenance programs.
6. Explain the role of exercise in managing weight.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Formulate open-ended research questions suitable for investigation and adjust questions as necessary while research is conducted.* (Research A, 8-10)
- *Formulate open-ended research questions suitable for inquiry and investigation and adjust questions as necessary while research is conducted.* (Research A, 11-12)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)
- *Describe and interpret rates of change from graphical and numerical data.* (Patterns, Functions and Algebra J, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Intermediate Benchmark G: Evaluate the link between physical activity, sleep, and healthy lifestyle.

Descriptor:

1. Determine the health benefits of physical activity and sleep.
2. Explain energy balance as it influences body weight and relates to obesity.
3. Interpret the impact of eating behavior and physical activity on short- and long-term health.

Correlated Mathematics Academic Content Benchmarks

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)
- *Describe and interpret rates of change from graphical and numerical data.* (Patterns, Functions and Algebra J, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Advanced Benchmarks: Advocate a Healthy Lifestyle

Advanced Benchmark A: Evaluate social and cultural factors that influence healthy lifestyle choices.

Descriptor:

1. Appraise the impact of advertising and media, peer pressure, vending, and convenience and fast food on lifestyle.
2. Interpret ethnic perceptions of body weight and food choices.
3. Categorize health in terms of physical, emotional, psychological, and social well-being.

Correlated English Language Arts Academic Content Benchmark

- *Analyze the techniques used by speakers and media to influence an audience, and evaluate the effect this has on the credibility of a speaker or media message.* (Communication: Oral and Visual B, 8-10)

Correlated Social Studies Academic Content Benchmark

- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)

Advanced Benchmark B: Use problem solving to ensure overall body health.

Descriptor:

1. Evaluate intended outcomes of healthy food choices and physical activity using MyPyramid.gov.
2. Create an exercise plan that promotes healthy weight.
3. Predict situations and behaviors that can result in poor health outcomes (e.g., tobacco use, substance abuse, environmental factors, sexual behavior).
4. Identify barriers to making healthy food and exercise choices and how to overcome them.
5. Choose group/team skills that accommodate and meet the healthy body needs of all family/household members.

Correlated English Language Arts Academic Content Benchmarks

- *Apply reading comprehension strategies to understand grade-appropriate text.* (Reading Process A, 8-10; Reading Process A, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Apply mathematical knowledge and skills routinely in other content areas and practical situations.* (Mathematical Processes B, 8-10)
- *Assess the adequacy and reliability of information available to solve a problem.* (Mathematical Processes C, 11-12)

Correlated Social Studies Academic Content Benchmark

- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

Advanced Benchmark C: Choose food patterns for healthy lifestyle outcomes.

Descriptor:

1. Predict the health outcomes of food, beverage, and snack selection.
2. Plan meals to promote healthy food, beverage, and snack consumption including:
 - a. Plan food selection starting with whole grains and vegetables, adding lean protein and low fat dairy, and then fruits;
 - b. Arrange food patterns and meals that encourage socialization;
 - c. Design table service around advanced table service conventions;
 - d. Formulate an action plan given multiple sources of scientific data and use that action plan to adopt improved eating and exercise habits.
3. Selecting foods that meet healthy dietary guidelines and contribute to healthy eating patterns by:
 - a. Selecting and cooking whole grains (e.g., bulgur, brown rice, quinoa);
 - b. Analyze various food combinations to evaluate their effectiveness in increasing nutrient absorption;
 - c. Choose foods without fats and preservatives;
 - d. Choose foods with substitutions to decrease fat and carbohydrates;
 - e. Choose dry (e.g., sauté, grill, broil, roast, bake) and moist (e.g., steam, poach, simmer) heat cooking methods that maintain nutrients;
 - f. Select and preparing food, beverage and snacks with less added sugar, highly caloric sweeteners, or salt;
 - g. Select and preparing high-protein foods with low fat, lean or fat-free meat, poultry, and beans;
 - h. Synthesize food preparation knowledge by following recipes; using equivalents, measurement, and advanced cooking terms; and utilizing proper equipment operation and care;
 - i. Select foods suitable for restaurant service that meet healthy food criteria.
4. Analyze the food/dietary intake using the USDA dietary guidelines.
5. Plan healthy choices around special dietary needs (e.g., diverticulosis, diabetes, food allergies).
6. Determine how food science guides the creation of new food products through enrichment, hydrogenation and substitutions.
7. Determine the many cultural influences on food preparation techniques.
8. Determine the role each nutrient plays in overall body health.
9. Evaluate healthy food choices that span cultural patterns and preferences.
10. Evaluate complex issues related to providing nutritious food choices for a family.
11. Examine the effect that nutrients, sugar and fat alternatives have on the body at the cellular level.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Apply reading comprehension strategies to understand grade-appropriate text.* (Reading Process A, 8-10; Reading Process A, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Organize information from various resources and select appropriate sources to support central ideas, concepts and themes.* (Research C, 8-10)

Correlated Mathematics Academic Content Benchmarks

- *Compare, order and determine equivalent forms of real numbers.* (Number, Number Sense and Operations E, 8-10)
- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)
- *Connect statistical techniques to applications in workplace and consumer situations.* (Data Analysis D, 11-12)

- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)
- *Assess the adequacy and reliability of information available to solve a problem.* (Mathematical Processes C, 11-12)

Correlated Science Academic Content Benchmarks

- *Explain the flow of energy and the cycling of matter through biological and ecological systems (cellular, organism and ecological).* (Life Sciences D, 9-10)
- *Explain how processes at the cellular level affect the functions and characteristics of an organism.* (Life Sciences A, 11-12)
- *Participate in and apply the processes of scientific investigation to create models and to design, conduct, evaluate and communicate the results of these investigations.* (Scientific Inquiry A, 9-10)

Correlated Social Studies Academic Content Benchmark

- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)

Advanced Benchmark D: Evaluate restaurant menus that promote a healthy lifestyle.

Descriptor:

1. Evaluate restaurant menu items for nutrient content.
2. Choose restaurant menu items to create a healthy balanced meal.
3. Create restaurant menus that apply guidelines (e.g., using seasonal or organic foods).

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Evaluate how features and characteristics make information accessible and usable and how structures help authors achieve their purposes.* (Reading Applications: Informational, Technical and Persuasive Text A, 8-10)

Correlated Mathematics Academic Content Benchmarks

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)
- *Connect statistical techniques to applications in workplace and consumer situations.* (Data Analysis and Probability D, 11-12)

Advanced Benchmark E: Evaluate nutrition information to guide food choice and healthy lifestyle.

Descriptor:

1. Distinguish reliable sources of nutrition and exercise information (e.g., food labels; nutrition and diet information, popular magazines, advertisements, peer and family information, Web sites; and fitness centers).
2. Appraise USDA nutrition facts labels and special claims (e.g., related to input and output, percentage of fat, total caloric intake).
3. Assess the uses and dangers of supplements and steroid use.
4. Assess the qualities and use of new or fortified food products.
5. Evaluate the complex nature of nutrients and the body functions.

Correlated English Language Arts Academic Content Benchmarks

- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)
- *Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources.* (Research C, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Connect statistical techniques to applications in workplace and consumer situations.* (Data Analysis and Probability D, 11-12)
- *Assess the adequacy and reliability of information available to solve a problem.* (Mathematical Processes C, 11-12)

Correlated Social Studies Academic Content Benchmark

- *Evaluate the reliability and credibility of sources.* (Social Studies Skills and Methods A, 9-10)

Advanced Benchmark F: Assess factors associated with body weight.

Descriptor:

1. Evaluate factors that influence weight (e.g., genetics, physical activity, food choices, environment, income, ethnicity, gender, age).
2. Analyze the complex relationships between eating disorders and weight and weight management.
3. Evaluate weight management programs for long-term outcomes.
4. Validate safe, healthy, effective weight loss and maintenance programs.
5. Assess the role of exercise in managing weight.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Formulate open-ended research questions suitable for investigation and adjust questions as necessary while research is conducted.* (Research A, 8-10)
- *Formulate open-ended research questions suitable for inquiry and investigation and adjust questions as necessary while research is conducted.* (Research A, 11-12)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)
- *Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources.* (Research C, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)
- *Describe and interpret rates of change from graphical and numerical data.* (Patterns, Functions and Algebra J, 8-10)
- *Connect statistical techniques to applications in workplace and consumer situations.* (Data Analysis and Probability D, 11-12)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)
- *Assess the adequacy and reliability of information available to solve a problem.* (Mathematical Processes C, 11-12)

Correlated Social Studies Academic Content Benchmark

- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)

Advanced Benchmark G: Validate the link between physical activity, sleep, healthy lifestyle, and work performance.

Descriptor:

1. Assess the health benefits of physical activity and sleep.
2. Compare energy balance as it influences body weight and relates to obesity.
3. Assess the impact of eating behavior and physical activity on short- and long-term health and workplace productivity.
4. Detect economic implications of healthy lifestyles (e.g., cost of health insurance, sick disability days, work productivity, loss of income).

Correlated Mathematics Academic Content Benchmarks

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)
- *Connect statistical techniques to applications in workplace and consumer situations.* (Data Analysis and Probability D, 11-12)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmark

- *Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.* (Economics A, 11-12)

Standard 2 Build Relationships

Students can develop personal assets that make them caring, healthy and responsible people. They can learn techniques to resist unhealthy influences; observe the impact of technology on relationships; respond to conflict without hostile intent; establish boundaries; respect diversity; resolve conflicts peacefully; and show concern for individuals, family and community. These assets contribute to building healthy families; interactions with their peers and adults; establishing friendships; preparing for marriage; and building relationships that make a productive workplace.

Introductory Benchmark: Build Relationships

Introductory Benchmark A: Identify the role of academic achievement in transitions.

Descriptor:

1. Identify qualities and skills to build and maintain friendships.
2. Identify relationship behaviors and factors that lead to long-term relationships.
3. Identify various stereotypes and understand how they affect interpersonal relationships.
4. Apply conflict resolution skills that lead to building healthy relationships, such as communication skills and problem solving skills.
5. Recognize how technological advances impact individual and group relationships through:
 - a. Safe use of technology (e.g., on cell phones, e-mail, Web pages, chat rooms);
 - b. Risky Internet behaviors.
6. Apply effective communication skills to build healthy relationships pertaining to:
 - a. Trust and self-disclosure;
 - b. Message sending and receiving;
 - c. Verbal and non-verbal communication;
 - d. Technology in relationships;
 - e. Communication across cultures.

Correlated English Language Arts Academic Content Benchmarks

- *Evaluate the usefulness and credibility of data and sources.* (Research B, 8-10)
- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict.* (People in Societies B, 6-8)
- *Evaluate the reliability and credibility of sources.* (Social Studies Skills and Methods A, 9-10)

Introductory Benchmark B: Develop coping and personal resilience skills.

Descriptor:

1. Explain how positive and negative attitudes influence behavior.
2. Identify skills to resist peer influence.

Introductory Benchmark C: Recognize personal assets that demonstrate healthy, caring and responsible citizenship.

Descriptor:

1. Identify assets that provide for growing up healthy, caring and responsible including:
 - a. External assets (e.g., support, empowerment, boundaries and expectations, constructive use of time, service learning);
 - b. Internal assets (e.g., commitment to learning, positive values, social competencies, positive identity).
2. Identify strategies to resist peer pressure.

Intermediate Benchmark: Build Relationships

Intermediate Benchmark A: Appraise methods that build and maintain healthy interpersonal relationships.

Descriptor:

1. Determine qualities and skills to build and maintain friendships.
2. Analyze relationship behaviors and factors that lead to long-term relationships (e.g., openness to change).
3. Relate relationship behaviors and factors that reduce risks of negative life outcomes.
4. Compare physical, emotional, and intellectual responses in healthy and unhealthy relationships.
5. Investigate the decisions and responsibilities associated with sexual relationships.
6. Illustrate diverse perspectives, needs, characteristics of individuals and families/households.
7. Identify conflict resolution skills needed for building healthy relationships in large and small groups.
8. Identify the elements of sexual harassment and associated behaviors from various points of view (e.g., harasser, victim, bystander).
9. Identify the impact that advances in technology have on individual and family relationships.
10. Apply effective communication skills to build healthy relationships pertaining to:
 - a. Trust and self-disclosure;
 - b. Message sending and receiving;
 - c. Verbal and non-verbal communication;
 - d. Technology in relationships;
 - e. Communication across cultures.

Correlated English Language Arts Academic Content Benchmarks

- *Evaluate the usefulness and credibility of data and sources.* (Research B, 8-10)
- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)
- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

Intermediate Benchmark B: Examine the impact of coping and personal resilience skills.

Descriptor:

1. Apply skills for coping with the loss of a relationship including how to:
 - a. Recognize/identify feelings of loss as normal;
 - b. Emphasize positive aspects of life;
 - c. Identify support resources for dealing with loss.
2. Apply skills for coping with changes and stressors in personal and group relationships including:
 - a. Normative stressors versus crises-producing events;
 - b. Effective communication skills;
 - c. Support systems.

Intermediate Benchmark C: Develop personal assets that demonstrate healthy, caring and responsible citizenship.

Descriptor:

1. Understand the impact of peer pressure.

2. Explore assets that provide for growing up healthy, caring, and responsible including:
 - a. External assets (e.g., support, empowerment, boundaries and expectations, constructive use of time, service learning);
 - b. Internal assets (e.g., commitment to learning positive values, social competencies, positive identity)

Correlated Social Studies Academic Content Benchmark

- *Explain how the exercise of a citizen's rights and responsibilities help to strengthen a democracy.*
(Citizenship Rights and Responsibilities B, 11-12)

Standard 3: Demonstrate Personal Financial Literacy

Students will develop attitudes and skills to achieve personal financial wellness. They will learn the implications of sound financial decision making, appropriate use of credit, adequate insurance and their impact on personal and workplace financial wellness. Students will learn the inter-relationships between values, spending decisions, income and education. They will be able to use and evaluate technology for financial purposes, avoiding financial fraud. They will address public policy as it relates to family financial well-being.

Introductory Benchmark: Demonstrate Personal Financial Literacy

Introductory Benchmark A: Identify attitudes, behavior, and skills that lead to financial satisfaction.

Descriptor:

1. Identify expenses and sources of income (e.g., earnings, gifts).
2. Develop budget plans to spend, save, and give to others.
3. Describe decision-making steps that lead to meeting financial needs and wants.

Correlated Mathematics Academic Content Benchmarks

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)
- *Write and solve real-world, multi-step problems involving money, elapsed time and temperature, and verify reasonableness of solutions.* (Measurement F, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Introductory Benchmark B: Describe various financial institutions and services.

Descriptor:

1. Compare banking costs and services (e.g., savings, pre-paid credit cards, debit, electronic check conversion, electronic banking services).
2. Compare banking tools to complete and manage finances.
3. Analyze types of credit available to individuals.
4. Interpret time value of money related to borrowing and saving.
5. Recognize fraudulent practices that might impact financial stability.

Correlated English Language Arts Academic Content Benchmark

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Apply mathematical knowledge and skills routinely in other content areas and practical situations.* (Mathematical Processes B, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Intermediate Benchmark: Demonstrate Personal Financial Literacy

Intermediate Benchmark A: Establish individual and family financial goals.

Descriptor:

1. Identify income and expenses.
2. Illustrate spending and savings plans for fixed, flexible, and periodic expenses.
3. Examine attitudes and behaviors that lead to financial satisfaction.
4. Outline preventive measures to secure good credit scores.
5. Interpret wages, taxes and deductions on earning statements.

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Use a variety of mathematical representations flexibly and appropriately to organize, record and communicate mathematical ideas.* (Mathematical Processes E, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.* (Economics A, 11-12)
- *Identify factors which inhibit or spur economic growth and cause expansions or recessions.* (Economics B, 11-12)
- *Explain the use of a budget in making personal economic decisions and planning for the future.* (Economics E, 11-12)

Intermediate Benchmark B: Illustrate financial institutions and services to meet financial goals.

Descriptor:

1. Choose banking charges and services (e.g., savings, pre-paid credit cards, debit, electronic check conversion, electronic banking services).
2. Demonstrate financial transactions such as check writing, account reconciliation, savings, investing, deposits, and withdrawals.
3. Analyze types of credit available to individuals and families.
4. Explain intended impact of advertisements and promotions from financial institutions.
5. Illustrate examples of borrowing and saving practices that impinge on the value of money.
6. Compare finance company practices (e.g., franchises with high interest, rent-to-own, payday lenders).

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Analyze the techniques used by speakers and media to influence an audience, and evaluate the effect this has on the credibility of a speaker or media message.* (Communication: Oral and Visual B, 8-10)

Correlated Mathematics Academic Content Benchmarks

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)
- *Analyze and compare functions and their graphs using attributes, such as rates of change, intercepts and zeros.* (Patterns, Functions and Algebra E, 8-10)

- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner. (Mathematical Processes H, 8-10)*

Correlated Social Studies Academic Content Benchmarks

- *Identify factors which inhibit or spur economic growth and cause expansions or recessions. (Economics B, 11-12)*
- *Explain the use of a budget in making personal economic decisions and planning for the future. (Economics E, 11-12)*

Advanced Benchmark: Demonstrate Personal Financial Literacy

Advanced Benchmark A: Choose resources to meet individual, family and business financial goals.

Descriptor:

1. Differentiate among income and expenses including:
 - a. Types of income (e.g., earnings, gifts, inheritance, interest);
 - b. Types of expense (e.g., food, shelter, clothing, transportation, health care).
2. Prioritize needs and wants based on values and goals namely:
 - a. Types of values (e.g., aesthetic, intellectual, economic);
 - b. Short- and long-term financial goals for self, family, and workplace;
 - c. Goal-setting characteristics (i.e., specific, measurable, achievable, realistic, time-oriented [SMART]).
3. Devise a spending plan for fixed, flexible and periodic expenses.
4. Examine the impact inflation, recession, and national and world crises on financial planning.
5. Examine attitudes and behaviors that lead to financial satisfaction.
6. Evaluate employment opportunities related to wages and benefits.

Correlated Mathematics Academic Content Benchmarks

- *Use recursive functions to model and solve problems; e.g., home mortgages, annuities.* (Patterns, Functions and Algebra C, 11-12)
- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)
- *Assess the adequacy and reliability of information available to solve a problem.* (Mathematical Processes C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.* (Economics A, 11-12)
- *Identify factors which inhibit or spur economic growth and cause expansions or recessions.* (Economics B, 11-12)
- *Explain the use of a budget in making personal economic decisions and planning for the future.* (Economics E, 11-12)

Advanced Benchmark B: Evaluate financial institutions and services to meet valued ends.

Descriptor:

1. Establish criteria to evaluate various financial services including:
 - a. Types of savings and investing accounts;
 - b. Types of checking, credit and debit accounts;
 - c. On-line and electronic banking practices;
 - d. Fraud or identity protection;
 - e. Retirement investments.
2. Evaluate alternatives for financing postsecondary education (e.g., student loans, home equity loans, vouchers, grants, scholarships, employee tuition reimbursement programs).
3. Evaluate finance company practices (e.g., franchises charging high interest, rent-to-own, payday lenders).
4. Compare investment opportunities for financial health (e.g., stockbrokers, financial advisors, online investments, mutual funds).
5. Distinguish time value of money related to borrowing and saving.

- Evaluate fraudulent practices that might impact financial stability.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Analyze the features and structures of documents and critique them for their effectiveness.* (Reading Applications: Informational, Technical and Persuasive Text A, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Use algebraic representations, such as tables, graphs, expressions, functions and inequalities, to model and solve problem situations.* (Patterns, Functions and Algebra D, 8-10)
- *Analyze and compare functions and their graphs using attributes, such as rates of change, intercepts and zeros.* (Patterns, Functions and Algebra E, 8-10)
- *Use recursive functions to model and solve problems; e.g., home mortgages, annuities.* (Patterns, Functions and Algebra C, 11-12)
- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)
- *Assess the adequacy and reliability of information available to solve a problem.* (Mathematical Processes C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.* (Economics A, 11-12)
- *Identify factors which inhibit or spur economic growth and cause expansions or recessions.* (Economics B, 11-12)
- *Explain the use of a budget in making personal economic decisions and planning for the future.* (Economics E, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

Advanced Benchmark C: Predict changes in financial priorities needed to protect financial health through the family life cycle.

Descriptor:

1. Appraise needs of individuals and/or family members throughout the life cycle.
2. Determine causes of individual and family financial crisis (e.g., death, new job, relocation, loss of income, health problems, divorce, alimony, child support, birth, adoption).
3. Analyze retirement planning and pension options for workers (e.g., employment-related, personal preparation).
4. Compare reliable sources of information related to financial matters.
5. Prepare children to become financially literate.
6. Examine communication skills needed for understanding and participating in financial stability.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

- *Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources.* (Research C, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Analyze and compare functions and their graphs using attributes, such as rates of change, intercepts and zeros.* (Patterns, Functions and Algebra E, 8-10)
- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)
- *Assess the adequacy and reliability of information available to solve a problem.* (Mathematical Processes C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.* (Economics A, 11-12)
- *Explain the use of a budget in making personal economic decisions and planning for the future.* (Economics E, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

Advanced Benchmark D: Assess use of credit and debt to meet personal and family financial goals.

Descriptor:

1. Differentiate characteristics needed to obtain credit worthiness (e.g., character, capacity, capital, collateral).
2. Calculate costs of credit for self or family (e.g., use of future income, debt ratio, finance charges on various credit accounts).
3. Investigate lending options for individuals and families (e.g., retail and bankcards, installment loans, home buying and mortgage loans, leasing contracts [auto and housing], consolidation loans).
4. Critique how credit reports, reporting agencies, and credit scores impact decisions (e.g., employment, interest rates on credit).
5. Monitor personal and financial information to reduce risk of identity theft through:
 - a. Financial statement inconsistencies;
 - b. Password strategies for protecting, handling, storing, and disposing of personal information;
 - c. Identity protection strategies.
6. Select strategies to build good credit scores.

Correlated English Language Arts Academic Content Benchmarks

- *Analyze the features and structures of documents and critique them for their effectiveness.* (Reading Applications: Informational, Technical and Persuasive Text A, 11-12)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)

- *Write and solve real-world, multi-step problems involving money, elapsed time and temperature, and verify reasonableness of solutions.* (Measurement F, 8-10)
- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)
- *Connect statistical techniques to applications in workplace and consumer situations.* (Data Analysis and Probability D, 11-12)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Explain the use of a budget in making personal economic decisions and planning for the future.* (Economics E, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

Advanced Benchmark E: Operationalize skills to manage conflict and/or stress related to financial issues.

Descriptor:

1. Develop positive communication skills for discussing financial matters (e.g., personal barriers to effective communication, active listening, constructive expression of emotions).
2. Utilize decision making to solve financial resource use issues and problems.
3. Resolve consumer concerns through verbal or written communication.
4. Identify factors that contribute to stress (e.g., lack of money, unexpected expenses, conflicts in values and goals).
5. Implement stress-reduction strategies (e.g., meditation, exercise, relaxation techniques).

Correlated English Language Arts Academic Content Benchmarks

- *Produce letters (e.g., business, letters to the editor, job applications) that follow the conventional style appropriate to the text and that include appropriate details and exclude extraneous details and inconsistencies.* (Writing Applications C, 8-10)
- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)
- *Apply mathematical modeling to workplace and consumer situations, including problem formulation, identification of a mathematical model, interpretation of solution within the model, and validation to original problem situation.* (Mathematical Processes J, 11-12)

Correlated Social Studies Academic Content Benchmark

- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

Advanced Benchmark F: Determine impact of public policies on financial planning for self and family.

Descriptor:

1. Evaluate role of taxes (e.g., federal, state, local, social security, Medicare) in personal financial decisions.
2. Differentiate among additional deductions on wage earnings (e.g., retirement investments, professional dues, child support garnishments).
3. Investigate taxation methods used on assets (e.g., property taxes, capital gains, earnings on investments).
4. Identify community assets provided by public funds (e.g., public and private schools and postsecondary options, health clinics, student services, community groups and agencies).

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)
- *Assess the adequacy and reliability of information available to solve a problem.* (Mathematical Processes C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Analyze the role of fiscal and regulatory policies in a mixed economy.* (Economics D, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

Advanced Benchmark G: Formulate techniques to prevent loss of assets.

Descriptor:

1. Compare strategies to insure against financial loss namely:
 - a. Employer-provided insurance coverage for health, dental, eye, prescription, and term life insurance;
 - b. Supplemental insurance for health, life, auto, and home or property;
 - c. Costs versus benefits;
 - d. Comparisons of price and policy coverage.
2. Avoid predatory practices used by companies or producers to defraud consumers.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Identify examples of rhetorical devices and valid and invalid inferences, and explain how authors use these devices to achieve their purposes and reach their intended audiences.* (Reading Applications: Informational, Technical and Persuasive Text B, 8-10)

Correlated Mathematics Academic Content Benchmarks

- *Translate information from one representation (words, table, graph or equation) to another representation of a relation or function.* (Patterns, Functions and Algebra C, 8-10)
- *Analyze and compare functions and their graphs using attributes, such as rates of change, intercepts and zeros.* (Patterns, Functions and Algebra E, 8-10)

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.* (Economics A, 11-12)
- *Explain the use of a budget in making personal economic decisions and planning for the future.* (Economics E, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

Advanced Benchmark H: Utilize decision making and accounting processes to protect financial health.

Descriptor:

1. Evaluate how financial decisions derive from knowledge, self-control, and loss aversion.
2. Assess basic financial statements that meet financial health goals for individuals, families, and businesses.
3. Develop family budget that meets individual and family goals.
4. Predict inflation impact on personal and financial planning.
5. Appreciate individual differences related to values and goals.
6. Develop decision-making skills needed to achieve financial goals including:
 - a. Interpret rational and irrational decision-making behaviors;
 - b. Differentiate individual perspectives on decisions ;
 - c. Evaluate consequences of decision actions.
7. Determine decision-making steps to achieve financial health including:
 - a. Assess problem and the context of the problem;
 - b. Select alternatives and related consequences;
 - c. Choose best alternative based on workable, valued ends;
 - d. Create a plan to carry out decision;
 - e. Evaluate the intended and unintended outcomes.
8. Select reliable resources to assist in making financial decisions.

Correlated English Language Arts Academic Content Benchmark

- *Analyze the features and structures of documents and critique them for their effectiveness.* (Reading Applications: Informational, Technical and Persuasive Text A, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Translate information from one representation (words, table, graph or equation) to another representation of a relation or function.* (Patterns, Functions and Algebra C, 8-10)
- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

- *Assess the adequacy and reliability of information available to solve a problem.* (Mathematical Processes C, 11-12)
- *Apply mathematical modeling to workplace and consumer situations, including problem formulation, identification of a mathematical model, interpretation of solution within the model, and validation to original problem situation.* (Mathematical Processes J, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.* (Economics A, 11-12)
- *Explain the use of a budget in making personal economic decisions and planning for the future.* (Economics E, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

Advanced Benchmark I: Build relationship and conflict resolution skills to manage family and financial demands.

Descriptor:

1. Develop strategies and skills for effective listening and responses when:
 - a. Discussing financial demands on families to manage stress;
 - b. Recognizing personal barriers to effective communication;
 - c. Listening actively;
 - d. Expressing emotions constructively.
2. Resolve family and corporate financial conflicts constructively.
3. Examine personal reactions to financial conflict situations.
4. Use strategies to resolve financial conflict.
5. Establish limits on negotiable and non-negotiable issues in family financial conflicts.

Correlated English Language Arts Academic Content Benchmarks

- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Social Studies Academic Content Benchmark

- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

Advanced Benchmark J: Advocate public policy that impacts financial well-being.

Descriptor:

1. Choose active participation in political process to support family and business financial well-being.
2. Analyze current public policy issues and impacts on family and business financial well-being.
3. Evaluate the role of federal, state, and local taxes in personal financial decisions.

Correlated Mathematics Academic Content Benchmarks

- *Connect statistical techniques to applications in workplace and consumer situations.* (Data Analysis and Probability D, 11-12)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Analyze the role of fiscal and regulatory policies in a mixed economy.* (Economics D, 11-12)
- *Evaluate various means for citizens to take action on a particular issue.* (Citizenship Rights and Responsibilities A, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)

Standard 4: Design a Career Blueprint

Students will develop, implement, and periodically review and revise a career blueprint in the context of other life choices and changing employment trends, societal needs and economic conditions. The blueprint will include educational plans supportive of their personal and career goals. It will also include supportive extra-curricular and community activities and work experience. Students will analyze and document personal interests, talents, skills, aptitudes and values in relation to career options. They will plan for development of core employability skills needed by all students to succeed in school and by all workers to succeed in the workplace.

Introductory Benchmarks: Design a Career Blueprint

Introductory Benchmark A: Develop an individual academic career plan based on self-knowledge and interests.

Descriptor:

1. Develop profile of interests, attitudes, goals, skills, and expectations related to career options.
2. Identify career information resources.
3. Recognize factors affecting career choices.
4. Relate career clusters to interest and talents.
5. Identify education and training opportunities (e.g., military, college apprenticeship, career and technical education, entrepreneurship).
6. Draft individual career plan.

Correlated English Language Arts Academic Content Benchmarks

- *Use appropriate self-monitoring strategies for comprehension.* (Reading Process C, 8-10; Reading Process C, 11-12)
- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and that include formatting techniques that are user friendly.* (Writing Applications C, 11-12)
- *Evaluate the usefulness and credibility of data and sources.* (Research B, 8-10)
- *Organize information from various resources and select appropriate sources to support central ideas, concepts and themes.* (Research C, 8-10)

Introductory Benchmark B: Identify job search skills.

Descriptor:

1. Write beginning resume.
2. Recognize possible job search resources (e.g., family, neighbors, friends).
3. Explore career possibilities through volunteer activities.

Correlated English Language Arts Academic Content Benchmarks

- *Edit to improve sentence fluency, grammar and usage.* (Writing Processes D, 8-10)
- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and that include formatting techniques that are user friendly.* (Writing Applications C, 11-12)

Introductory Benchmark C: Understand career and workplace issues.

Descriptor:

1. Identify social, economic, technical, and global trends impacting the workplace

2. Identify implications of life and work changes (e.g., multiple careers in a lifetime, work-from-home technologies, emerging careers, secure technology systems).

Correlated Social Studies Academic Content Benchmarks

- *Explain how the endowment and development of productive resources affect economic decisions and global interactions. (Economics A, 6-8)*
- *Explain why trade occurs and how historical patterns of trade have contributed to global interdependence. (Economics B, 6-8)*

Intermediate Benchmark: Design a Career Blueprint

Intermediate Benchmark A: Update an individual academic career plan based on self-knowledge and interests.

Descriptor:

1. Update personal profile of interests, attitudes, goals, skills, and expectations related to career options.
2. Explore career information resources.
3. Interpret factors affecting career choices.
4. Differentiate among education and training opportunities (e.g., military, college, apprenticeship, career and technical education, entrepreneurship).
5. Construct individual career plan.

Correlated English Language Arts Academic Content Benchmarks

- *Use appropriate self-monitoring strategies for comprehension.* (Reading Process C, 8-10; Reading Process C, 11-12)
- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and that include formatting techniques that are user friendly.* (Writing Applications C, 11-12)
- *Organize information from various resources and select appropriate sources to support central ideas, concepts and themes.* (Research C, 8-10)
- *Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources.* (Research C, 11-12)

Intermediate Benchmark B: Practice job search skills.

Descriptor:

1. Explore resume writing styles.
2. Identify job hunting skills including:
 - a. Find job postings;
 - b. Send out resumes;
 - c. Schedule interviews;
 - d. Prepare for interviews.
3. Cite examples of jobs and needed qualifications or background.
4. Explore employment opportunities locally and nationally.

Correlated English Language Arts Academic Content Benchmarks

- *Use appropriate self-monitoring strategies for comprehension.* (Reading Process C, 8-10; Reading Process C, 11-12)
- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and that include formatting techniques that are user friendly.* (Writing Applications C, 11-12)
- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Intermediate Benchmark C: Interpret career and workplace issues.

Descriptor:

1. Explore social, economic, and global trends impacting the employment opportunities including:
 - a. Outsourcing;
 - b. Minimum wage;
 - c. Multi-cultural expectations and understandings;
 - d. Changes in pensions and Social Security;
 - e. Ethical workplace standards (e.g., sexual harassment, theft, financial accounting, falsifying records, technology abuse, personal and professional conduct).
2. Examine implications of life and work changes (e.g., multiple careers in a lifetime, work-from-home technologies, emerging careers).
3. Explore work and family relationship related to healthcare benefits, daycare for children, family leave, job sharing, and relocation.

Correlated Mathematics Academic Content Benchmarks

- *Apply mathematical knowledge and skills routinely in other content areas and practical situations.* (Mathematical Processes B, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)
- *Explain the use of a budget in making personal economic decisions and planning for the future.* (Economics E, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

Advanced Benchmark: Design a Career Blueprint

Advanced Benchmark A: Assess career plan based on self knowledge and interests.

Descriptor:

1. Revise career options profile (e.g., interests, attitudes, goals, skills, expectations about work).
2. Evaluate career information resources.
3. Judge factors affecting career choices.
4. Compare and contrast education and training opportunities (e.g., military, college, apprenticeship, career and technical education, entrepreneurship).
5. Revise individual career plan.

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Apply mathematical knowledge and skills routinely in other content areas and practical situations.* (Mathematical Processes B, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.* (Economics A, 11-12)
- *Explain the use of a budget in making personal economic decisions and planning for the future.* (Economics E, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

Advanced Benchmark B: Manage job search skills.

Descriptor:

1. Write resumes meeting employer expectations.
2. Develop effective interview skills including:
 - a. Maintaining eye contact;
 - b. Articulating knowledge of company;
 - c. Conducting introductions and portfolio presentations;
 - d. Representing own skills.
3. Plan postsecondary educational goals including implementation strategy.
4. Investigate career trend data.

Correlated English Language Arts Academic Content Benchmarks

- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and that include formatting techniques that are user friendly.* (Writing Applications C, 11-12)
- *Formulate open-ended research questions suitable for investigation and adjust questions as necessary while research is conducted.* (Research A, 8-10)
- *Formulate open-ended research questions suitable for inquiry and investigation and adjust questions as necessary while research is conducted.* (Research A, 11-12)
- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)

- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)
- *Give informational presentations that contain a clear perspective; present ideas from multiple sources in logical sequence; and include a consistent organizational structure.* (Communication: Oral and Visual E, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Advanced Benchmark C: Examine career and workplace issues.

Descriptor:

1. Evaluate social, economic, and global trends impacting the employment opportunities.
 - a. Outsourcing;
 - b. Minimum wage;
 - c. Multicultural expectations and understandings;
 - d. Changes in pensions and social security;
 - e. Examine ethical workplace standards (e.g., sexual harassment, theft, financial accounting, falsifying records, technology abuse, personal and professional conduct).
2. Evaluate implications of life and work changes (e.g., multiple careers in a lifetime, work-from-home technologies, emerging careers).
3. Assess work and family relationships related to healthcare benefits, family daycare, family leave, job sharing, and relocation.

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Apply mathematical knowledge and skills routinely in other content areas and practical situations.* (Mathematical Processes B, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)
- *Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.* (Economics A, 11-12)
- *Explain how voluntary worldwide trade, specialization and interdependence among countries affect standards of living and economic growth.* (Economics C, 11-12)
- *Explain the use of a budget in making personal economic decisions and planning for the future.* (Economics E, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

Advanced Benchmark D: Develop interpersonal skills essential in the workplace.

Descriptor:

1. Assess diverse workplace experiences resulting from gender, age, socioeconomic status, ethnicity, religion.
2. Evaluate how differences impact productivity and workplace interactions.
3. Develop team interpersonal and problem-solving skills to enhance productivity.
4. Develop essential workplace skills for effective communication namely:
 - a. Create presentations to develop concepts;
 - b. Develop writing skills to synthesize and convey concepts to a group;
 - c. Hone ability to find answers;
 - d. Direct work projects.
5. Develop essential workplace skills for conflict resolution namely:
 - a. Listening and responding skills (e.g., supporting, probing, understanding);
 - b. Ethics of relationships (e.g., perspective taking, civility, manners, etiquette);
 - c. Sensitivity to cultural differences;
 - d. Interpersonal skills (e.g., take perspectives, determine reasons for positions; find mutual gain, manage anger and stress).

Correlated English Language Arts Academic Content Benchmarks

- *Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing.* (Writing Processes C, 11-12)
- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)
- *Give presentations using a variety of delivery methods, visual displays and technology.* (Communication: Oral and Visual G, 8-10; Communication: Oral and Visual F, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)
- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

Advanced Benchmark E: Develop skills that employers demand.

Descriptor:

1. Use technology to perform work functions, keep records, and prepare presentations and documents.
2. Demonstrate critical skills for problem-solving and creative solutions.
3. Develop team-building skills.
4. Develop and practice leadership skills through Family, Career and Community Leaders of America (FCCLA).
5. Develop personal attributes that lead to effective, reliable employees (e.g., meeting deadlines, punctuality, self-initiative, accountability).

Correlated English Language Arts Academic Content Benchmarks

- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)

- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)
- *Use descriptive statistics to analyze and summarize data, including measures of center, dispersion, correlation and variability.* (Data Analysis and Probability B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

Advanced Benchmark F: Develop workplace communication skills to promote self.

Descriptor:

1. Propose skills to develop and monitor positive work image.
2. Illustrate work achievements.
3. Predict ways to continue to learn, network, and contribute in the workplace.
4. Describe self-confidence, loyalty, and self-assuredness, as they contribute to a positive work climate.

Standard 5: Become Consumer Savvy

Students gain critical knowledge and skills to help them function as informed, educated, and responsible consumers. They determine needs based on values, critique the media's accurate representation of goods and services, compare and judge quality of products in order to make responsible decisions, and exercise their consumer rights as needed. Having explored national and global economics principles, students can better understand the interdependence of consumer behaviors, national and world events, economic trends, and the environmental impact of such. Therefore, students are better prepared to take empowered consumer action alone or with concerned citizen groups.

Introductory Benchmark: Become Consumer Savvy

Introductory Benchmark A: Recognize the impact of advertising on individual purchasing decisions.

Descriptor:

1. Describe marketing approaches to advertising.
2. Describe influence of advertising on consumers and purchasing decisions.
3. Identify potential impact of advertising sources (e.g., Internet, media, publications, billboards, trademarks) on consumer decisions.

Correlated English Language Arts Academic Content Benchmark

- *Analyze the techniques used by speakers and media to influence an audience, and evaluate the effect this has on the credibility of a speaker or media message.* (Communication: Oral and Visual B, 8-10)

Correlated Mathematics Academic Content Benchmark

- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmark

- *Evaluate the reliability and credibility of sources.* (Social Studies Skills and Methods A, 9-10)

Introductory Benchmark B: Recognize strategies, products and service decisions that meet individual needs and valued ends.

Descriptor:

1. Explore products related to selected criteria (e.g., price, features, quality, convenience, warranty).
2. Compare purchasing at various locations (e.g., Internet, specialty stores, department stores, mega stores).
3. Identify how product information on food and clothing labels assists consumers decisions to meet valued ends.

Correlated English Language Arts Academic Content Benchmark

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Introductory Benchmark C: Advocate consumer rights and responsibilities.

Descriptor:

1. Identify a consumer's right to be informed and responsibility to use available information.
2. Describe advocacy skills to remedy unsatisfactory purchases of products and services.
3. Describe consequences of ethical and unethical practices to individuals and businesses.

Introductory Benchmark D: Recognize environmental impact of consumer practices.

Descriptor:

1. Identify methods of sustaining environment in everyday product and service decisions.
2. Identify how packaging of home products uses renewable and non-renewable resources.
3. Recognize how consumer actions and purchase practices affect renewable and non-renewable resources.

Correlated Science Academic Content Benchmark

- *Explain that humans are an integral part of the Earth's system and the choices humans make today impact natural systems in the future.* (Earth and Space Sciences C, 11-12)

Introductory Benchmark E: Analyze the interrelationship between the economy and consumer decisions.

Descriptor:

1. Identify participant impact (e.g., producers, consumers, government, labor) on free enterprise system.
2. Describe impact of supply and demand on consumer prices and product choices.
3. Describe effects of unethical consumer practices on businesses.

Correlated Mathematics Academic Content Benchmarks

- *Describe and interpret rates of change from graphical and numerical data.* (Patterns, Functions and Algebra J, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Explain how the endowment and development of productive resources affect economic decisions and global interactions.* (Economics A, 6-8)
- *Explain why trade occurs and how historical patterns of trade have contributed to global interdependence.* (Economics B, 6-8)

Intermediate Benchmark: Become Consumer Savvy

Intermediate Benchmark A: Interpret the impact of advertising on individual and family consumer purchases.

Descriptor:

1. Illustrate advertising techniques and gimmicks (e.g., bandwagon, rewards, testimonials, electronic messaging).
2. Explore the impact of brand loyalty (e.g., soft drink products, clothing with brand identification).

Correlated English Language Arts Academic Content Benchmarks

- *Identify examples of rhetorical devices and valid and invalid inferences, and explain how authors use these devices to achieve their purposes and reach their intended audiences.* (Reading Applications: Informational, Technical and Persuasive Text B, 8-10)
- *Evaluate the usefulness and credibility of data and sources.* (Research B, 8-10)
- *Analyze the techniques used by speakers and media to influence an audience, and evaluate the effect this has on the credibility of a speaker or media message.* (Communication: Oral and Visual B, 8-10)

Correlated Mathematics Academic Content Benchmarks

- *Apply mathematical knowledge and skills routinely in other content areas and practical situations.* (Mathematical Processes B, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmark

- *Evaluate the reliability and credibility of sources.* (Social Studies Skills and Methods A, 9-10)

Intermediate Benchmark B: Implement strategies for purchasing goods and services that meet individual needs and valued ends.

Descriptor:

1. Recognize consequences of various purchasing methods (e.g., cash, online, layaway plan, use of credit, pre-paid credit cards, debit cards, delayed payment contracts).
2. Recognize common predatory practices used to defraud (e.g., bait and switch, loss leaders, misrepresentation of contract terms, spam, pop-ups, phishing).
3. Evaluate how product information on food and clothing labels assists in decision-making to meet valued ends.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)

- *Translate information from one representation (words, table, graph or equation) to another representation of a relation or function.* (Patterns, Functions and Algebra C, 8-10)
- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmark

- *Explain the use of a budget in making personal economic decisions and planning for the future.* (Economics E, 11-12)

Intermediate Benchmark C: Promote consumer rights and responsibilities.

Descriptor:

1. Explore consumer protection laws (e.g., Equal Opportunity Act, Fair Credit Billing Act, Fair Credit Reporting Act).
2. Identify consumer's right to:
 - a. Choose;
 - b. Be informed;
 - c. Safety and legal action;
 - d. Be heard.
3. Demonstrate consumer responsibilities when purchasing and using goods and services including:
 - a. Use product as intended;
 - b. Report problems;
 - c. Read owner's manual;
 - d. Seek information.
4. Identify government agencies (e.g., Food and Drug Administration, Federal Trade Commission) that attend to consumer issues and concerns.
5. Identify community agencies (e.g., Chambers of Commerce, Better Business Bureaus) and their roles in handling consumer issues and concerns.
6. Demonstrate leadership skills to address consumer issues including:
 - a. Use effective communication;
 - b. Manage controversy;
 - c. Write letters of complaint or concern.
7. Illustrate consequences of ethical and unethical practices to individuals and businesses.
8. Describe ways to avoid identity theft.
9. Discuss consumer leadership and advocacy skills needed for self-protection when selecting goods and services.

Correlated English Language Arts Academic Content Benchmarks

- *Use appropriate self-monitoring strategies for comprehension.* (Reading Process C, 8-10; Reading Process C, 11-12)
- *Produce letters (e.g., business, letters to the editor, job applications) that follow the conventional style appropriate to the text and that include appropriate details and exclude extraneous details and inconsistencies.* (Writing Applications C, 8-10)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today.* (Government A, 11-12)

Intermediate Benchmark D: Evaluate impact of consumer choices on renewable and nonrenewable resources.

Descriptor:

1. Cite examples of how consumers can conserve resources with landscape design, appliance usage, and lighting.
2. Describe how public policy issues that impact families and communities impact renewable and non-renewable resources.
3. Illustrate current and alternative home and workplace practices (e.g., related to refuse, reduce, reuse, recycle).
4. Demonstrate consequences related to renewable and non-renewable resource use.

Correlated Science Academic Content Benchmarks

- *Explain that humans are an integral part of the Earth's system and the choices humans make today impact natural systems in the future.* (Earth and Space Sciences C, 11-12)
- *Predict how human choices today will determine the quality and quantity of life on Earth.* (Science and Technology A, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Evaluate consequences of geographic and environmental changes resulting from governmental policies and human modifications to the physical environment.* (Geography B, 11-12)

Intermediate Benchmark E: Interrelate the economy and consumer decisions.

Descriptor:

1. Interpret interdependence among producers, consumers and government.
2. Assess effects of supply and demand on consumer spending.
3. Compare inflation impact on consumers.
4. Illustrate effects of unethical consumer practices on businesses.

Correlated Mathematics Academic Content Benchmarks

- *Use algebraic representations, such as tables, graphs, expressions, functions and inequalities, to model and solve problem situations.* (Patterns, Functions and Algebra D, 8-10)
- *Describe and interpret rates of change from graphical and numerical data.* (Patterns, Functions and Algebra J, 8-10)
- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.* (Economics A, 11-12)
- *Analyze the role of fiscal and regulatory policies in a mixed economy.* (Economics D, 11-12)

- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

Standard 6: Ensure Food Safety

Students acquire the knowledge and skills necessary to become informed and safe consumers and handlers of food. They evaluate information related to advances in food technology, nutrition and safety. Students will master the skills required to safely prepare and store food, reducing the risk of food borne illness. Students will evaluate the impact of consumer choice on the environment and the global community.

Introductory Benchmark: Ensure Food Safety

Introductory Benchmark A: Recognize importance of proper food and beverage handling techniques related to food-borne pathogens.

Descriptor:

1. Practice personal hygiene behaviors to prevent food-borne pathogens by:
 - a. Washing hands;
 - b. Covering cough or sneeze and washing hands;
 - c. Tying hair back and avoiding touch;
 - d. Wearing clean clothes with no loose sleeves;
 - e. Using gloves if hands have open sores or cuts;
 - f. Avoiding tastes with utensils used to prepare food.
2. Describe how common mistakes in food handling promote food-borne pathogens (e.g., Salmonella, botulism, and E. coli).
3. Use safe kitchen behaviors to prevent food-borne pathogens including:
 - a. Cook foods to recommended temperatures;
 - b. Refrigerate food promptly;
 - c. Keeping hot foods hot;
 - d. Avoid eating raw foods (e.g., raw cookie dough; raw eggs; partially cooked meat, eggs, fish);
 - e. Thaw frozen foods in refrigerator overnight or in microwave;
 - f. Wash fresh produce under running water just before using or eating;
4. Explain kitchen sanitation procedures, to prevent cross contamination and food-borne pathogens by:
 - a. Using clean utensils and containers;
 - b. Washing tops of cans;
 - c. Washing counters and cutting boards with chlorine bleach solution;
 - d. Keeping pets and insects out of the kitchen;
 - e. Cleaning as you go;
 - f. Disposing garbage properly;
 - g. Washing dishcloths and sponges daily.

Introductory Benchmark B: Identify thoughtful, ethical, and workable individual actions that ensure adequate, secure food supplies for individuals and families.

Descriptor:

1. Select foods from a limited set of food choices to:
 - a. Give an example of nutritionally dense foods (e.g., raw vegetables, low-fat dairy, whole grains, lean proteins)
 - b. Explore individual daily dietary requirements (e.g., related to age, caloric intake, exercise, special food needs, cultural differences).
2. Determine whether school wellness program provides students with foods that meet dietary requirements.
3. Determine if school wellness program suits the diverse school population.

4. Identify common food allergies and sensitivities (e.g., seafood, wheat, nuts, lactose, eggs).
5. Monitor labels to help individuals avoid allergenic foods (e.g., seafood, wheat, nuts, lactose, eggs).

Correlated English Language Arts Academic Content Benchmark

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Introductory Benchmark C: Identify kitchen practices that sustain the environment.

Descriptor:

1. Give examples of renewable and non-renewable resources related to food and food packaging.
2. Understand what food preparation practices help sustain the environment including:
 - a. Separate trash into renewable and non-renewable categories before discarding;
 - b. Keep range top burners and reflectors clean;
 - c. Run dishwasher only when full;
 - d. Avoid preheating oven except for baking;
 - e. Cover pan when boiling water;
 - f. Match pan size to heating element;
 - g. Watch the timer rather than open the oven door.
3. Recognize why food preparation practices can sustain the environment.

Correlated Science Academic Content Benchmark

- *Explain that humans are an integral part of the Earth's system and the choices humans make today impact natural systems in the future.* (Earth and Space Sciences C, 11-12)

Intermediate Benchmarks: Ensure Food Safety

Intermediate Benchmark A: Demonstrate safe food-handling practices related to food-borne pathogens.

Descriptor:

1. Interpret high-risk food situations related to immune-compromised individuals (e.g., acquired immunodeficiency syndrome [AIDS] patients, infants, pregnant women, diabetics).
2. Model personal hygiene behaviors to prevent food-borne pathogens by:
 - a. Washing hands;
 - b. Covering cough or sneeze and washing hands;
 - c. Using gloves if open sore or cuts;
 - d. Avoiding tastes with utensils used to prepare food.
3. Model safe kitchen behaviors to avoid food-borne pathogens including:
 - a. Cook foods to recommended temperatures;
 - b. Wash fresh produce;
 - c. Refrigerate food promptly;
 - d. Keep hot foods hot;
 - e. Use thermometer when cooking;
 - f. Avoid eating raw food (e.g., raw cookie dough; raw eggs; partially cooked meat, eggs, fish);
 - g. Thaw frozen foods in refrigerator overnight or in microwave;
 - h. Clean refrigerator (e.g., prevent Listeria);
 - i. Wash fresh produce before using or eating.
4. Demonstrate kitchen sanitation when handling food, to prevent cross contamination and food-borne pathogens by:
 - a. Using clean utensils and containers;
 - b. Washing tops of cans;
 - c. Washing counters and cutting boards with chlorine bleach solution;
 - d. Keeping pets and insects out of the kitchen;
 - e. Disposing garbage properly;
 - f. Washing dishcloths and sponges daily.
5. Examine the effects that food-borne pathogens have on the body.

Correlated Science Academic Content Benchmark

- *Explain how processes at the cellular level affect the functions and characteristics of an organism.* (Life Sciences A, 11-12)

Intermediate Benchmark B: Use critical thinking and reasoning to engage available resources and ensure an adequate, secure food supply.

Descriptor:

1. Plan budgeted meals that consider secure food supply concerns including:
 - a. Use nutritionally dense foods (e.g., raw vegetables, low-fat dairy, whole grains, lean proteins);
 - b. Meet individual daily dietary requirements (e.g., related to age, caloric intake, exercise, special food needs, cultural differences).
 - c. Use cost comparison strategies (e.g., generic vs. brand, coupons);
 - d. Explore use of local food pantries and food or soup kitchens (e.g., government agencies, school meal programs, available storage environments [no refrigeration, cooking facilities]).
2. Identify regulating agencies at the local, state, and federal levels responsible for insuring a secure food supply.
3. Examine how individuals and government agencies regulate food safety to protect citizens considering:
 - a. Food traceability, food supply security, and imported and exported food safety;

- b. Federal, community, and household methods to protect and cope with bio-terrorism;
 - c. Government regulatory role for efficacy (e.g., of foods, vitamins, herbs, other nutritional supplements);
 - d. Government regulatory role for food product safety related to quality and wholesomeness; food inspections; and food cultivation, processing, packaging and labeling.
4. Identify action plan that considers differing points of view related to:
 - a. Safe and sustainable food public policy issues;
 - b. Safe imported foods;
 - c. Genetically modified food, herbs and supplements;
 - d. School food programs;
 - e. Local wellness policies;
 - f. Organic foods;
 - g. Antibiotic use in food stock animals.
 5. Identify reliable resources of food safety information to inform families making decisions related to providing safe, secure food supplies.
 6. Use reliable resource criteria related to food safety information including:
 - a. Credentialed authors;
 - b. Up-to-date, unbiased information without conflict of interest;
 - c. Validated information from more than one source;
 - d. Information based on reliable research procedures.
 7. Accommodate food allergies, intolerances, and sensitivities by recommending dietary alternatives (e.g., to seafood, wheat, nuts, beans, lactose, eggs).
 8. Examine food safety technologies (e.g., irradiation processes, organic production, additives, preservatives).

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)
- *Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources.* (Research C, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)
- *Apply mathematical knowledge and skills routinely in other content areas and practical situations.* (Mathematical Processes B, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)
- *Assess the adequacy and reliability of information available to solve a problem.* (Mathematical Processes C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today.* (Government A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

Intermediate Benchmark C: Apply kitchen practices that sustain the environment.

Descriptor:

1. Give multiple examples of renewable and non-renewable resource practices related to food and food packaging waste.
2. When purchasing, storing and preparing foods, use renewable and non-renewable resource practices to sustain the environment by such practices as:
 - a. Avoid letting water run;
 - b. Separate trash recyclables and garbage;
 - c. Compost;
 - d. Choose recyclables when possible;
 - e. Buy in bulk;
 - f. Avoid double wrapping;
 - g. Keep range top burners and reflectors clean;
 - h. Run dishwasher only when full;
 - i. Avoid preheating oven except for baking;
 - j. Cool leftovers before refrigerating;
 - k. Cover pan when boiling water;
 - l. Match pan size to heating element;
 - m. Eliminate disposable products like Styrofoam™ and plastic;
 - n. Use timer rather than open the oven door.
3. Explain the impact of resource-conserving practices for sustaining the environment.

Correlated Science Academic Content Benchmark

- *Explain that humans are an integral part of the Earth's system and the choices humans make today impact natural systems in the future.* (Earth and Space Sciences C, 11-12)

Correlated Social Studies Academic Content Benchmark

- *Evaluate consequences of geographic and environmental changes resulting from governmental policies and human modifications to the physical environment.* (Geography B, 11-12)

Advanced Benchmark: Ensure Food Safety

Advanced Benchmark A: Apply proper food handling techniques to develop plans for self and others in public and private settings.

Descriptor:

1. Identify basic equipment and supplies necessary to assure safe food handling (e.g., thermometer, plastic or glass cutting boards, easily sanitized cloths, sponges, brushes, oven mitts, products that sanitize).
2. Assess high-risk food safety situations related to immune-compromised individuals (e.g., AIDS patients, infants, pregnant women, diabetics).
3. Correlate personal hygiene behaviors to prevent food-borne pathogens by:
 - a. Washing hands;
 - b. Covering cough or sneeze and washing hands;
 - c. Tying back hair and avoiding touch;
 - d. Wearing clean clothes with no loose sleeves;
 - e. Using gloves in hands have open sores or cuts;
 - f. Avoiding tastes with utensils used;
 - g. Avoiding finger licking.
4. Explain food-borne pathogens.
5. Examine conditions that put people at risk to encounter food-borne pathogens.
6. Illustrate how microorganisms cause food spoilage.
7. Evaluate conditions in purchasing, storing and preparing foods that can damage food quality and safety.
8. Assess the safety of food preparation methods using proper food handling techniques including:
 - a. Cook foods to recommended temperatures;
 - b. Wash fresh produce;
 - c. Refrigerate food promptly;
 - d. Keep hot foods hot;
 - e. Use a thermometer when cooking;
 - f. Avoid eating raw food (e.g., raw cookie dough; raw eggs; partially cooked meat, eggs, fish);
 - g. Thaw frozen foods in refrigerator overnight or in microwave;
 - h. Clean refrigerator (e.g., prevent Listeria);
 - i. Wash fresh produce just before using or eating;
 - j. Store hazardous cleaning products in relation to food.
9. Validate kitchen sanitation procedures when handling food, to prevent cross contamination and food-borne pathogens by:
 - a. Using clean utensils and containers;
 - b. Washing tops of cans;
 - c. Washing counters and cutting boards with chlorine bleach solution;
 - d. Keeping pets, rodents, and insects out of the kitchen;
 - e. Cleaning as you go;
 - f. Disposing garbage properly;
 - g. Sanitizing dishcloths and sponges daily.
10. Practice maintaining the nutritional value of food when selecting, storing, and preparing.
11. Determine the impact on food and beverage packaging and preservation to:
 - a. Maintain or enhance nutrition;
 - b. Prevent food pathogens using technology (e.g., irradiation; aseptic packaging; modified atmosphere; knowledge of genetic engineering, yeast and molds, enzymes and bacteria).
12. Examine the effects that food-borne pathogens have on the body.

Correlated Science Academic Content Benchmark

- *Explain how processes at the cellular level affect the functions and characteristics of an organism.* (Life Sciences A, 11-12)

Advanced Benchmark B: Develop critical thinking and reasoning to select available resources that ensure adequate, secure food supplies.

Descriptor:

1. Evaluate how individuals and government agencies regulate food safety including:
 - a. Food traceability, food supply security, and imported and exported food safety;
 - b. Federal, community, and household methods to protect and cope with bio-terrorism;
 - c. Government regulatory role for efficacy (e.g., of foods, vitamins, herbs, other nutritional supplements);
 - d. Government regulatory role for food product safety related to quality and wholesomeness; food inspections; and food cultivation, processing, packaging and labeling.
2. Create multi-perspective action plan addressing issues and strong arguments related to:
 - a. Safe and sustainable food public policy issues
 - b. Safe imported foods;
 - c. Genetically modified food, herbs, and supplements
 - d. School food programs;
 - e. Local wellness policies;
 - f. Systems for providing foods to hungry citizens.
3. Evaluate reliable food safety information resources to inform decisions related to providing safe, secure food supplies including:
 - a. Credentialed authors;
 - b. Up-to-date, unbiased information without conflict of interest;
 - c. Validated information from more than one source;
 - d. Information based on reliable research procedures.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Write a persuasive piece that states a clear position, includes relevant information and offers compelling evidence in the form of facts and details.* (Writing Applications E, 8-10)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)
- *Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources.* (Research C, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Apply mathematical knowledge and skills routinely in other content areas and practical situations.* (Mathematical Processes B, 8-10)
- *Assess the adequacy and reliability of information available to solve a problem.* (Mathematical Processes C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today.* (Government A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

Advanced Benchmark C: Evaluate consumer and industry food-related practices that sustain the environment.

Descriptor:

1. Create plans to handle food and food packaging waste in public and private settings related to renewable and non-renewable resources.
2. Analyze data from consumers and industries to learn how food-related practices (e.g., production, processing and consumption) contribute to sustaining the environment.
3. Examine data about environment-sustaining plans to determine trends, and use the trends to predict the impact of the plans on the economy, environment, business and industry, politics, community, individuals, and families.
4. Explain renewable and non-renewable resources in context of purchasing, storing, and preparing foods in homes and food industries.
5. Seek methods that sustain the environment in homes and food industries.
6. Gather and analyze statistical data on waste disposal practices such as:
 - a. Separate trash recyclables and garbage;
 - b. Compost food wastes;
 - c. Choose recyclables when possible;
 - d. Buy in bulk;
 - e. Avoid double wrapping;
 - f. Keep range top burners and reflectors clean;
 - g. Run dishwasher only when full;
 - h. Avoid preheating oven except for baking;
 - i. Cool leftovers before refrigerating;
 - j. Cover pan when boiling water;
 - k. Match pan size to heating element;
 - l. Eliminate disposable products like Styrofoam™ and plastic;
 - m. Use timer rather than open the oven door;
 - n. Sort waste to recover dishes, silverware;
 - o. Recycling (e.g., for paper, cardboard, rinsed glass and plastic).

Correlated Mathematics Academic Content Benchmarks

- *Connect statistical techniques to applications in workplace and consumer situations.* (Data Analysis and Probability D, 11-12)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Science Academic Content Benchmarks

- *Explain that humans are an integral part of the Earth's system and the choices humans make today impact natural systems in the future.* (Earth and Space Sciences C, 11-12)
- *Participate in and apply the processes of scientific investigation to create models and to design, conduct, evaluate and communicate the results of these investigations.* (Scientific Inquiry A, 9-10)
- *Make appropriate choices when designing and participating in scientific investigations by using cognitive and manipulative skills when collecting data and formulating conclusions from the data.* (Scientific Inquiry A, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Evaluate the consequences of geographic and environmental changes resulting from governmental policies and human modifications to the physical environment. (Geography B, 11-12)*
- *Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices. (Economics A, 11-12)*
- *Critique data and information to determine the adequacy of support for conclusions. (Social Studies Skills and Methods B, 11-12)*

Standard 7: Manage a Life Plan

Students will integrate management principles that will lead to more productive and meaningful lives. Goal setting, planning and time management skills will be applied in reference to the family and workplace. Students will develop an understanding of the causes and implications of all types of stress and will build their capacity to address stress and cope with change. Students will develop and extend their thinking on the changes in gender roles and responsibilities and their impact on the home and work. Students will learn the importance of accepting responsibility for the management of personal, family and environmental resources.

Introductory Benchmark: Manage a Life Plan

Introductory Benchmark A: Recognize values and resources that support goals.

Descriptor:

1. Identify short-term, goal-setting processes related to interpersonal relationships, academics, money, health, and community involvement.
2. Identify long-term, goal-setting processes related to interpersonal relationships, academics, money, health, and community involvement.
3. Define values that impact goal setting (e.g., aesthetic, health, safety, intellectual, economic, prudential, ethical, environmental).
4. Identify resources related to current goals including:
 - a. Skills (e.g., interpersonal, technology, energy, talents);
 - b. Education (e.g., teachers, books, school, information services);
 - c. Community (e.g., support services, family, professionals);
 - d. Financial (e.g., saving, spending, gifting).

Correlated English Language Arts Academic Content Benchmark

- *Evaluate the usefulness and credibility of data and sources.* (Research B, 8-10)

Introductory Benchmark B: Identify time management strategies related to personal, educational, and family goals.

Descriptor:

1. Identify time management techniques that help meet goals (e.g., setting priorities, using schedules and planners, avoiding procrastination, multi-tasking).
2. Recognize self-management as essential to time management.
3. Describe barriers that prevent or interfere with time management (e.g., procrastination).

Introductory Benchmark C: Recognize methods to reduce and manage stress.

Descriptor:

1. Describe the impact of internal and external stressors.
2. Identify positive steps to reduce stress including:
 - a. Describe healthy and unhealthy ways to deal with stress;
 - b. Identify how to build self-worth and self-efficacy to reduce stress;
 - c. Identify strategies for coping with change that can cause stress.
3. Recognize support services available for coping with stress (e.g., professionals, family, government and community agencies, school personnel).

Introductory Benchmark D: Identify daily life practices, routines and procedures that sustain the environment.

Descriptor:

1. Define how to reduce, reuse, recycle, and conserve resources by naming:
 - a. Materials to recycle;
 - b. Methods to reduce goods and services;
 - c. Goods whose re-use benefits the environment.
2. Identify role of resource conservation in choosing goods and services to meet daily needs.
3. Define natural resources and ways to conserve them in daily life practices.

Correlated Science Academic Content Benchmark

- *Explain that humans are an integral part of the Earth's system and the choices humans make today impact natural systems in the future.* (Earth and Space Sciences C, 11-12)

Introductory Benchmark E: Define decision-making process.

Descriptor:

1. Recognize decision-making skills needed to achieve goals namely:
 - a. Define rational and irrational decision-making behaviors;
 - b. Recognize different individual perspectives related to decision-making;
 - c. Recognize consequences of decision actions.
2. Outline steps to decision making process namely:
 - a. Define problem and its context;
 - b. Name alternatives and consequences;
 - c. Choose best alternative based on workable, valued ends;
 - d. Identify plan to carry out decision;
 - e. Discuss intended and unintended outcomes.
3. Explore reliable resources to assist in decision making.

Introductory Benchmark F: Apply skills for resisting peer pressure and to resolve conflict in interpersonal, educational and workplace relationships.

Descriptor:

1. Define pressures related to resisting adolescent peer pressure.
2. Identify support systems available for resisting peer pressure and resolving conflict.
3. Describe how self-worth, self-confidence, and self-efficacy assist in resisting unproductive peer pressure.
4. Define conflict resolution skills related to:
 - a. Negotiable and non-negotiable areas of conflict;
 - b. Appropriate ways to express anger in interpersonal conflicts;
 - c. Limits and boundaries for respecting and protecting self and others.

Introductory Benchmark G: Define multicultural awareness in interpersonal, educational and workplace relationships.

Descriptor:

1. Identify effects of multi-cultural issues (e.g., stereotypes, prejudices, discrimination, bias, hate, racism, sexism).
2. Recognize educational and workplace miscommunication based on differences in:
 - a. Verbal and nonverbal gestures and behaviors;
 - b. Language;
 - c. Clothing;
 - d. Religious practice;
 - e. Gender;

- f. Values;
 - g. Beliefs.
3. Describe components of culture (e.g., family systems, religious beliefs, food, clothing, housing, customs, traditions, holidays).

Correlated Social Studies Academic Content Benchmark

- *Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict.* (People in Societies B, 6-8)

Introductory Benchmark H: Describe friend and family systems that support and sustain a productive and meaningful life.

Descriptor:

1. Explain effective techniques for building positive, supportive personal relationships.
2. Describe qualities of healthy relationships.

Intermediate Benchmark: Manage a Life Plan

Intermediate Benchmark A: Examine values and resources that support lifestyle goals.

Descriptor:

1. Examine goal-setting processes to meet interpersonal, academic, financial, health and community needs by identifying:
 - a. Processes in setting short- and long-term goals;
 - b. Standards or characteristics of measurable goals.
2. Consider values in goal setting and resolving value conflicts.
3. Create plans that use resources in reaching lifestyle goals including
 - a. Skills (e.g., interpersonal, technological, energy, talents);
 - b. Education (e.g., teachers, books, school, information services);
 - c. Community (e.g., support services, family, professionals);
 - d. Financial (e.g., banking services to manage money).

Correlated English Language Arts Academic Content Benchmarks

- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)
- *Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources.* (Research C, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Apply mathematical knowledge and skills routinely in other content areas and practical situations.* (Mathematical Processes B, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Intermediate Benchmark B: Explore time management strategies related to educational, work and family goals.

Descriptor:

1. Explore time management techniques that meet educational, work and family goals.
2. Differentiate discretionary and non-discretionary time use.
3. Examine how time use meets personal and academic goals.
4. Implement self-management as essential to time management.

Correlated Mathematics Academic Content Benchmark

- *Use a variety of mathematical representations flexibly and appropriately to organize, record and communicate mathematical ideas.* (Mathematical Processes E, 8-10)

Intermediate Benchmark C: Develop plans to reduce and manage stress.

Descriptor:

1. Interpret factors that contribute to stress.
2. Differentiate between internal and external stressors.
3. Illustrate steps to reduce stress including:
 - a. Compare healthy and unhealthy ways to deal with stress;
 - b. Compare strategies for coping with change.
4. Consider plans for coping with stress (e.g., support services, professionals, family, community, school personnel).

Intermediate Benchmark D: Apply environmentally sustaining practices in school, home, work and community.

Descriptor:

1. Select behaviors that encourage the sustainability of natural resources.
 - a. Explore plans to reduce, reuse, and recycle goods and services;
 - b. Illustrate plans to protect natural resources.
2. Describe environmental-related career opportunities (e.g., environmental engineer, horticulturalist, Environmental Protection Agency [EPA] specialist, park ranger).

Correlated English Language Arts Academic Content Benchmark

- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

Correlated Science Academic Content Benchmark

- *Explain that humans are an integral part of the Earth's system and the choices humans make today impact natural systems in the future.* (Earth and Space Sciences C, 11-12)

Intermediate Benchmark E: Apply decision-making skills to educational, work and interpersonal problems.

Descriptor:

1. Apply decision-making process steps namely:
 - a. Define problem and its context;
 - b. Name alternatives and consequences;
 - c. Explore best alternative based on workable, valued ends;
 - d. Outline plan to carry out decision;
 - e. Examine intended and unintended outcomes.
2. Define critical thinking skills related to practical reasoning and decision making.
3. Examine reliable resources for decision making.
4. Define ethical principles, value judgments, and moral reasoning related to decision making.
5. Implement decision-making process for educational, workplace, and interpersonal problems.

Intermediate Benchmark F: Utilize skills for resisting peer pressure and resolve conflict in interpersonal, educational and workplace relationships.

Descriptor:

1. Explain stages and pressures of adolescent development related to resisting unproductive peer pressure.
2. Explain how personal skills, support systems, and adult mentors assist in resisting negative peer pressure and resolving conflict.
3. Explain self-worth, self-confidence and self-efficacy related to resisting negative peer pressure.
4. Illustrate conflict resolution skills namely:
 - a. Appraise negotiable and non negotiable conflicts;
 - b. Model appropriate ways to express anger in interpersonal conflicts;
 - c. Examine productive and unproductive responses to conflict.

Intermediate Benchmark G: Expand multi-cultural awareness in interpersonal, education and workplace relationships.

Descriptor:

1. Describe effects of stereotypes, prejudices, discrimination, bias, hate, racism and sexism.
2. Interpret educational and workplace miscommunication based on differences in:
 - a. Verbal and nonverbal gestures and behaviors;

- b. Language;
 - c. Clothing;
 - d. Religious practice;
 - e. Gender;
 - f. Values;
 - g. Beliefs.
3. Explore components of culture (e.g., family systems, religious beliefs, food, clothing, housing, customs, traditions, holidays).
 4. Recognize characteristics of diversity in educational, community, and workplace settings.
 5. Contrast components of differing cultural backgrounds and experiences.

Correlated Social Studies Academic Content Benchmark

- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)

Intermediate Benchmark H: Recognize friend, family and community systems that sustain productive, meaningful lifestyles.

Descriptor:

1. Employ effective techniques for building positive, supportive personal and group relationships.
2. Describe qualities of healthy long-term mate relationships to build strong families.

Advanced Benchmark: Manage a Life Plan

Advanced Benchmark A: Assess values and resources that support lifestyle goals.

Descriptor:

1. Compare how short- and long-term goals meet interpersonal, recreational, academic, financial, health, and community needs.
2. Demonstrate importance of values in goal-setting process.
3. Prioritize resources in reaching lifestyle goals including:
 - a. Skills (e.g., interpersonal, technological, energy, talents);
 - b. Education (e.g., teachers, books, school, information services);
 - c. Community (e.g., support services, family, professionals);
 - d. Financial (e.g., banking, investing for future).

Correlated Mathematics Academic Content Benchmarks

- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)
- *Assess the adequacy and reliability of information available to solve a problem.* (Mathematical Processes C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Explain the use of a budget in making personal economic decisions and planning for the future.* (Economics E, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

Advanced Benchmark B: Evaluate effectiveness of time management plans related to educational, work and family goals.

Descriptor:

1. Identify time management strategies that meet personal, educational, work, and family goals.
2. Evaluate time management techniques to balance personal, work, family, and educational goals.
3. Reflect on techniques used by self and others to meet goals.
4. Evaluate time management plans to meet personal, work, family, and educational goals.

Correlated Mathematics Academic Content Benchmarks

- *Write and solve real-world, multi-step problems involving money, elapsed time and temperature, and verify reasonableness of solutions.* (Measurement F, 8-10)
- *Use a variety of mathematical representations flexibly and appropriately to organize, record and communicate mathematical ideas.* (Mathematical Processes E, 8-10)

Advanced Benchmark C: Recommend plans for reducing and managing stress.

Descriptor:

1. Choose appropriate stress management techniques.
2. Evaluate plans for reducing stress including:
 - a. Strategies to manage stress;
 - b. Strategies for coping with change;
 - c. Techniques to reduce stress;
3. Recommend private, government and community support services available for coping with stress.

Correlated English Language Arts Academic Content Benchmark

- *Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources.* (Research C, 11-12)

Advanced Benchmark D: Assess practices that sustain environment.

Descriptor:

1. Analyze data on how human actions are detrimental to the environment.
2. Evaluate present data and predict future methods of sustaining the environment.
3. Gather and analyze data to justify reducing, reusing, and recycling.
4. Develop environment-sustaining practices for school, home, workplace, neighborhood, and larger community.
5. Maintain environment-sustaining practices.
6. Promote future environment-sustaining practices.

Correlated Mathematics Academic Content Benchmarks

- *Write and solve real-world, multi-step problems involving money, elapsed time and temperature, and verify reasonableness of solutions.* (Measurement F, 8-10)
- *Estimate and compute areas and volume in increasingly complex problem situations.* (Measurement C, 11-12)
- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Connect statistical techniques to applications in workplace and consumer situations.* (Data Analysis and Probability D, 11-12)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Science Academic Content Benchmarks

- *Explain that humans are an integral part of the Earth's system and the choices humans make today impact natural systems in the future.* (Earth and Space Sciences C, 11-12)
- *Participate in and apply the processes of scientific investigation to create models and to design, conduct, evaluate and communicate the results of these investigations.* (Scientific Inquiry A, 9-10)
- *Make appropriate choices when designing and participating in scientific investigations by using cognitive and manipulative skills when collecting data and formulating conclusions from the data.* (Scientific Inquiry A, 11-12)

Correlated Social Studies Academic Content Benchmark

- *Evaluate the consequences of geographic and environmental changes resulting from governmental policies and human modifications to the physical environment.* (Geography B, 11-12)

Advanced Benchmark E: Choose decision-making skills to solve individual, family, group, school and workplace problems.

Descriptor:

1. Apply decision-making process steps namely:
 - a. Define problem and its context;
 - b. Name alternatives and consequences;
 - c. Explore best alternative based on workable, valued ends;
 - d. Outline plan to carry out decision;

- e. Examine intended and unintended outcomes.
2. Evaluate critical thinking skills in decision-making process.
3. Critique ethical principles to guide decision making.
4. Evaluate the decision-making process for personal, educational, workplace and family problems that emerge and re-emerge over time.

Advanced Benchmark F: Recommend skills for resisting peer pressure and resolving conflict in interpersonal, educational and workplace relationships.

Descriptor:

1. Assess peer pressure experienced at various developmental stages in school, workplace, personal relationships, and community.
2. Recommend support systems that help resist negative peer pressures and conflict.
3. Critique skills for resisting negative peer pressures (e.g., self-worth, self-efficacy, self-actualization, ethical thinking, and advocacy of self and others).
4. Justify conflict resolution skills including:
 - a. Negotiable and non-negotiable conflicts;
 - b. Methods to express anger in interpersonal conflicts.
 - c. Responses to conflict.

Advanced Benchmark G: Justify the value of multicultural awareness in interpersonal, educational and workplace relationships.

Descriptor:

1. Critique effects of stereotypes, prejudice, discrimination, hate, racism, and sexism.
2. Recommend strategies for correcting miscommunications arising from cultural differences.
3. Design processes to inform others how cultural differences impact school and workplace relationships.
4. Champion diversity in educational, community, and workplace settings.
5. Contrast components of differing cultural backgrounds and experiences.
6. Assess diverse cultural components (e.g., family systems, religious beliefs, gender expectations, food, clothing, housing, customs, traditions, holidays).

Correlated English Language Arts Academic Content Benchmarks

- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)
- *Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia.* (Research E, 8-10; Research E, 11-12)

Correlated Social Studies Academic Content Benchmark

- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)

Advanced Benchmark H: Evaluate friend, family and community systems that support and sustain a productive, meaningful lifestyle.

Descriptor:

1. Assess effective techniques for building positive, supportive personal and group relationships.
2. Identify qualities of healthy long-term mate relationships to build strong families.

Standard 8: Manage Personal Transitions

Students assume increasing responsibility for their own growth and development. They analyze their personal assets and plan strategies to increase these assets that make them caring, healthy, confident, and responsible people. They set school, family, and life goals, develop and implement plans to achieve those goals, and reflect on the process and product. They exercise personal leadership in creating a self-identify; making ethical choices; controlling impulses; showing confidence in ability to interpret, respond to, and influence change; and taking reasoned risks. They develop strategies for lifelong learning. They assess the impact of their behavior on the world around them—friends, family, school, community, nation, world—and develop ways to improve conditions affecting others.

Introductory Benchmark: Manage Personal Transitions

Introductory Benchmark A: Explore the role of academic achievement in transitions.

Descriptor:

1. Describe roles of multiple intelligences as a way to direct and manage learning about transitions.
2. Identify study skills that best facilitate achievement.
3. Apply test-taking procedures and skills needed for academic success related to transitions.
4. Manage personal schedule and calendar systems that support academic achievement related to transitions.
5. Describe metacognitive skills needed to chart progress toward self-efficacious personal and academic growth.

Correlated English Language Arts Academic Content Benchmark

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Introductory Benchmark B: Explain factors that influence personal and academic life transitions.

Descriptor:

1. Describe risks and benefits associated with personal and academic choices.
2. Identify reliable sources of information for developing a plan for personal and academic success (e.g., adult mentors).
3. Identify personal interests and developmental assets applicable to transitions.
4. Apply goal setting and planning strategies to guide life transitions.
5. Explain universal values that guide choices during times of transition (e.g., honesty, integrity, fairness).
6. Identify decision-making steps related to making transitions.
7. Describe context, sources of information, alternatives, and consequences as related to functioning in a new situation.
8. Describe the role of feedback in modifying behaviors.
9. Identify skills necessary to give and receive feedback.

Introductory Benchmark C: Explore skills to express emotions and resolve differences and conflict in school and family relationships.

Descriptor:

1. Recognize emotions to express them in socially acceptable ways.
2. Compare alternative responses to conflict and the consequences.
3. Describe appropriate strategies to effectively resolve conflicts.
4. Explore effective communication skills to resolve interpersonal conflicts.

Introductory Benchmark D: Apply social skills that lead to effective school and family relationships.

Descriptor:

1. Identify productive school behaviors (e.g., cooperation, personal responsibility, appropriate dress, appropriate language, punctuality).
2. Demonstrate use of team skills that promote task completion.
3. Express effective responses to cultural and ethnic diversity.

Correlated English Language Arts Academic Content Benchmarks

- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Analyze examples of interactions between cultural groups and explain factors that contribute to cooperation and conflict.* (People in Societies B, 6-8)

Intermediate Benchmark: Manage Personal Transitions

Intermediate Benchmark A: Demonstrate how academic achievement supports personal and career growth.

Descriptor:

1. Evaluate academic achievement in relation to learning style and the multiple intelligences.
2. Demonstrate study skills that enhance achievement.
3. Apply test-taking procedures and skills for academic success.
4. Identify academic achievement indicators associated with setting new goals (e.g., GPA, proficiency exams, other standardized measures).
5. Create a system that can be used to manage personal and career growth.
6. Explore skills needed for self-efficacious personal and academic growth.
7. Demonstrate technologies that effectively manage learning.

Correlated English Language Arts Academic Content Benchmark

- *Use appropriate self-monitoring strategies for comprehension.* (Reading Process C, 8-10; Reading Process C, 11-12)

Intermediate Benchmark B: Examine various influences on personal and academic life transitions.

Descriptor:

1. Compare risks and benefits associated with personal and academic choices.
2. Relate physical, emotional, and social development factors to life transition points.
3. Gather reliable resources that support planning for personal and academic success.
4. Assess personal interests and developmental assets.
5. Use examples of goal setting and planning strategies to guide life transitions.
6. Describe actions and attributes needed during times of transition (e.g., honesty, integrity, fairness).
7. Apply decision-making steps related to context, sources of information, alternatives, and consequences of functioning in a new situation.
8. Explain the role of feedback in modifying behaviors.
9. Apply skills needed to effectively give and receive feedback.

Correlated English Language Arts Academic Content Benchmarks

- *Apply reading comprehension strategies to understand grade-appropriate text.* (Reading Process A, 8-10; Reading Process A, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Organize information from various resources and select appropriate sources to support central ideas, concepts and themes.* (Research C, 8-10)

Correlated Mathematics Academic Content Benchmarks

- *Apply mathematical knowledge and skills routinely in other content areas and practical situations.* (Mathematical Processes B, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)
- *Assess the adequacy and reliability of information available to solve a problem.* (Mathematical Processes C, 11-12)

Intermediate Benchmark C: Recognize skills to express emotions and resolve differences and conflict.

Descriptor:

1. Examine skills needed to recognize emotions and express them appropriately.
2. Evaluate alternative responses and their consequences to conflict situations.
3. Apply appropriate strategies for effectively resolving conflicts.
4. Apply effective communication skills to resolve interpersonal conflicts.

Correlated English Language Arts Academic Content Benchmarks

- *Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources.* (Research C, 11-12)
- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Intermediate Benchmark D: Apply social skills that lead to effective school and family relationships.

Descriptor:

1. Describe productive school behaviors (e.g., cooperation, personal responsibility, appropriate dress, appropriate language, punctuality).
2. Apply skills needed to promote task completion.
3. Initiate effective responses to cultural and ethnic diversity.

Correlated Social Studies Academic Content Benchmark

- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)

Standard 9: Nurture and Care for Children

Students will discover the needs of infants and young children and how parents and childcare providers can meet those needs for healthy growth and development. Students will recognize the factors that impinge on parents. Students are able to recognize differences in individuals, cultures, circumstances, and growth and development rates to meet the needs of growing children. Childcare providers will meet the needs of children by recognizing standards set for childcare that is most likely to meet the healthy growth and development of children.

Advanced Benchmark: Nurture and Care for Children

Advanced Benchmark A: Associate attributes and skills needed to assume the parenting role with healthy adult characteristics.

Descriptor:

1. Assess adult readiness for assuming parenting roles according to:
 - a. Self and family goal-setting;
 - b. Marital relationships;
 - c. Ability to manage finances;
 - d. Career development;
 - e. Age and maturity;
 - f. Health;
 - g. Lifelong commitment.
2. Analyze parenting strategies that result in healthy, productive children namely:
 - a. Examine children's physical, intellectual, emotional, moral, and social needs;
 - b. Ability to manage schedules;
 - c. Ability to manage personal and financial resources;
 - d. Problem-solving skills.
3. Differentiate how diverse parenting styles (e.g., authoritarian, democratic, permissive) impact child growth and development.
4. Examine interpersonal communication skills among children and adults including:
 - a. Roadblocks of communication;
 - b. Active listening;
 - c. Conflict resolution;
 - d. Recognition of feelings;
 - e. Expression of feelings;
 - f. Non-verbal messages and cues;
 - g. Providing feedback.
5. Evaluate how resources, skills, roles, and responsibilities change for self as children are added.
6. Evaluate how resources, skills, roles, and responsibilities change for families as children are added.
7. Evaluate how resources, skills, roles, and responsibilities change for communities and the workplace as children are added.

Correlated English Language Arts Academic Content Benchmarks

- *Apply reading comprehension strategies to understand grade-appropriate text.* (Reading Process A, 8-10; Reading Process A, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Analyze the techniques used by speakers and media to influence an audience, and evaluate the effect this has on the credibility of a speaker or media message.* (Communication: Oral and Visual B, 8-10)

Correlated Social Studies Academic Content Benchmark

- *Explain the use of a budget in making personal economic decisions and planning for the future.* (Economics E, 11-12)

Advanced Benchmark B: Evaluate skills for building healthy families where children thrive.

Descriptor:

1. Describe functions and characteristics of strong families.
2. Develop steps for making family decisions that best support family and others namely:
 - a. Define problem and its context;
 - b. Name alternatives and consequences;
 - c. Choose best alternative based on workable, valued ends;
 - d. Identify plan to carry out decision;
 - e. Discuss intended and unintended outcomes.
3. Examine how individual and family issues impact nurturing of infants, children, and adolescents including:
 - a. Compile effective responses for family crises (e.g., divorce, remarriage, illness, balancing family and workplace demands, death, employment changes, relocation);
 - b. Propose response skills for family crises (e.g., job loss, alcoholism/drug abuse, domestic violence, child abuse and neglect, controversy in schools, special needs children).
4. Illustrate roles and responsibilities of nurturing families related to family life cycle stages and family composition.
5. Illustrate environmental qualities that support healthy growth of adults and children.
6. Explain how nurturing environments can differ among cultures and family structures.
7. Describe how healthy families demonstrate love, sexuality, friendships, and support systems.
8. Describe how families can benefit by influencing policy set by government, workplace, and community agencies.
9. Describe how communities can benefit by influencing policy set by government, workplace, and community agencies.
10. Demonstrate core principles of effective leadership (e.g., communication, teamwork, creative problem solving, interpersonal skills, relationship management for controversy and conflict, professional approaches to issues and concerns).
11. Initiate critical thinking skills to resolve family and workplace controversies.
12. Develop strategies for soft leadership skills (e.g., trust, empathy, communication with others).
13. Infer negative outcomes of ineffective leadership qualities including:
 - a. Hesitancy to take necessary risks;
 - b. Personal arrogance;
 - c. Insensitivity;
 - d. Unwillingness to tackle people issues;
 - e. Control-focused leadership style.

Correlated English Language Arts Academic Content Benchmarks

- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Evaluate various means for citizens to take action on a particular issue.* (Citizenship Rights and Responsibilities A, 11-12)

- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

Advanced Benchmark C: Identify how parents and families prepare for prenatal, birth, and infant care.

Descriptor:

1. Evaluate healthy characteristics of pre-pregnancy mothers and fathers to facilitate a healthy birth.
2. Examine conditions needed for parental and baby health throughout pregnancy and birth.
3. Differentiate three trimesters of prenatal development related to what parents must be prepared to handle.
4. Compare methods of birth and delivery (e.g., Lamaze, Cesarean section, LeBoyer).
5. Interpret handling of postnatal issues from various points of view.

Advanced Benchmark D: Relate theory and research of child growth and development.

Descriptor:

1. Identify typical developmental milestones (e.g., physical, intellectual, social, moral, ethical, emotional) by:
 - a. Describing developmental expectations of infants, toddlers, preschool age, and adolescents;
 - b. Recognizing indicators of healthy, natural brain growth and development.
2. Evaluate how parents, guardians, and caregivers can support child growth and development by:
 - a. Identifying parental and environmental contributions to brain development;
 - b. Describing vulnerability and resilience factors that protect or put children at risk.
3. Differentiate nutrition, wellness, and safety needs of pregnant women, infants, and children by:
 - a. Evaluating nutrition recommendations and guidelines;
 - b. Explaining essential medical care, including check-ups;
 - c. Identifying appropriate sleep and physical activity for healthy growth;
 - d. Examining how technology impacts growth and development.
4. Recognize patterns of language development in young children.
5. Characterize atypical child development patterns pre- and postnatal (e.g., autism, hearing or vision impairment, cerebral palsy, bipolar disorder, learning disabilities) by:
 - a. Describing possible interventions to support the child's development;
 - b. Describing resources and support systems essential to child growth and development.
6. Interpret different child development theorists (e.g., Piaget, Kohlberg, Erickson, Maslow).
7. Explain how children learn behaviors (e.g., through imitation, identification, direct teaching).
8. Contrast effectiveness of guidance and discipline techniques used by parents, guardians, and caregivers namely:
 - a. Characteristics of guidance, discipline, and punishment techniques;
 - b. Consequences of guidance, discipline, and punishment techniques;
 - c. Difference between logical and natural consequences;
 - d. Guidance techniques used by individuals, families, religions, and cultures;
 - e. Differences in guidance philosophy resulting from background and experience;
 - f. Factors that contribute to misbehavior.

Correlated English Language Arts Academic Content Benchmarks

- *Apply reading comprehension strategies to understand grade-appropriate text.* (Reading Process A, 8-10; Reading Process A, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

Correlated Social Studies Academic Content Benchmark

- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)

Advanced Benchmark E: Compare childcare venues related to child nurturing and care.

Descriptor:

1. Describe decision-making processes for selecting childcare services, curriculum, and providers.
2. Identify reliable resources available for meeting childcare needs.
3. Evaluate quality indicators for childcare options.
4. Recognize the strengths of various preschool curriculum approaches (e.g., Montessori, Emilio Reggio, multi-age grouping).

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)
- *Assess the adequacy and reliability of information available to solve a problem.* (Mathematical Processes C, 11-12)