



Standards for Family and Consumer Sciences Education

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Education and the University of Delaware.**



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Inquiries pertinent to this document should be directed to the Delaware Department of Education, Education Associate for Family and Consumer Sciences, 401 Federal St., Suite 2, Dover, Delaware 19901. (302) 735-4000.

This material may also be found on the Delaware Department of Education's website: www.doe.state.de.us.

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We look forward to the continued work with many of these colleagues in the implementation of the Standards and development of Family and Consumer Sciences programs in Delaware.

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Family and Consumer Sciences Standards Development Team

There have been many who have contributed to the Delaware Family and Consumer Sciences Standards project. The following Family and Consumer Sciences educators and other professionals met during the summers of 2000 and/or 2001 to analyze current needs of Delaware students, families, communities and employers to identify the standards, performance indicators, and learning and assessment strategies that are articulated in this document.

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Introduction

As part of the Education reform movement of the late 20th century, there was a call to place greater emphasis on higher order thinking, stressing that this focus needed to be accompanied by rigorous and universal performance standards. Not only were these standards to be in traditional academic areas of English, math, science, and social studies, but also in “general education” areas of art, business and marketing, health, family and consumer sciences and so on throughout the secondary curriculum.

In the spring of 1996, the National Association of State Administrators for Family and Consumer Sciences Education (NASAFACS) accepted this challenge by initiating a project to develop national standards for Family and Consumer Sciences (FCS). Over the next two years, Family and Consumer Sciences professionals and representatives from business and industry met in groups, large and small, throughout the country, to develop a document of standards, competencies, process questions, and academic proficiencies. The *National Standards for Family and Consumer Sciences Education* were released in the spring of 1998 at a national meeting of FCS representatives from each state.

Peggy Wild, Chairperson of the Management Team of the national project, accordingly stated, “we believe these National Standards will greatly assist in preparing students for family life, work life, and careers in Family and Consumer Sciences by empowering individuals and families across the life span to manage the challenges of living and working in a diverse global society” (*National Standards for Family and Consumer Sciences Education*, 1998, p. viii).

In January 2000, the Delaware Department of Education awarded a School to Work Grant to the University of Delaware to initiate the development of Standards for Delaware Family and Consumer Sciences Programs. During the summer of 2000, a FCS Teachers’ Academy was held. Teachers and other professionals met with academic scholars of related disciplines and representatives of state government, business, industry, and social services to articulate the *Delaware Standards for Family and Consumer Sciences Education*. These standards were adopted by the Delaware State Board of Education in March 2001. Since that time, work has focused on the development of the Performance Indicators, Instructional and Assessment Strategies, and a piece that indicated the relationship of the student organization; Family, Career and Community Leaders of America (FCCLA); to the various standards. To complete the process, a Crosswalk to other Delaware Standards was prepared that displays the relationship between the FCS Standards and other established Delaware Content Standards.

Like Wild (1998) spoke of the *National Standards for Family and Consumer Sciences Education*, we believe that the *Delaware Family and Consumer Sciences Standards*, will further assist in preparing students for family life, work life, and careers in Family and Consumer Sciences by empowering individuals and families across the life span to manage the challenges of living and working in a diverse global society.

Mary Lou Liprie, Ph.D.

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Delaware Family and Consumer Sciences Education

Family and Consumer Sciences is the body of knowledge that enables families to achieve the highest quality of living and satisfaction in their home and community.

Some of the constructs that are central to the work of Family and Consumer Sciences (Baugher, et al., 2000) are:

- individuals and families across the life span
- health and wellness
- food and nutrition
- housing
- consumer economics and management
- relationships and social leadership
- managing personal resources
- basic human needs
- communication skills
- critical and creative thinking
- diversity
- technology
- community development
- global perspectives
- professionalism

Family and Consumer Sciences Education enables students to develop the skills shown by research to enhance the quality of life for individuals and families. These skills are being:

- able to manage the roles and responsibilities of being a family member.
- able to make appropriate decisions as an individual, as a family member, and as a consumer.
- a well-educated employee.
- able to navigate multiple responsibilities as an employee and/or family member and negotiate conflicts within these roles.
- financially self-sufficient.
- a physically and emotionally healthy person.
- able to live and work in a diverse global society.

As part of the education reform movement, Family and Consumer Sciences education has a role in integrating knowledge, skills, and reasoning processes with other disciplines to prepare students to deal with current major societal issues as a family member, community member, and as a worker.

Family and Consumer Sciences Education is essential for all students. It contributes unique components to fully accomplish the *Vision of Education in Delaware* (Appendix A): “All students are able to reach their full potential and are prepared to lead full and productive lives as citizens and workers in the 21st century.”

In families, individuals acquire attitudes about learning and work, develop communication and reasoning skills, develop values and goals, and form patterns of responsible citizenship. To effectively ensure that families have the skills to fulfill this role successfully, it is appropriate that young people spend some time in the educational process in a Family and Consumer Sciences course.

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Delaware Family and Consumer Sciences Education

Vision

Family and Consumer Sciences Education focuses on the challenges of living and working in a diverse global society while strengthening the well-being of individuals and families across the life span.

Goals of Family and Consumer Sciences Education

To prepare students for family life, work life, and careers related to family and consumer sciences by providing opportunities to develop and apply the knowledge, skills, and behaviors needed for:

- becoming responsible citizens and leaders in family, school, community, and work settings.
- promoting optimal nutrition and wellness across the life span.
- managing resources to meet the needs of individuals and families throughout life.
- balancing personal, family, school, and work lives.
- addressing problems of a diverse environment by using critical and creative thinking skills.
- functioning as effective providers and consumers of goods and services.
- working independently and cooperatively.

Delaware Standards For Family and Consumer Sciences Education

Family

- Evaluate the significance of family and its impact on the well-being of individuals and society.
- Evaluate the impact of family caregiving roles and responsibilities on the well-being of individuals and families.
- Integrate knowledge, skills, and practices required for careers in family and community services.

Consumer and Resource Management

- Identify and evaluate available resources to meet the needs of individuals and families.
- Demonstrate management of available resources as related to the needs of individuals and families.
- Integrate knowledge of consumer rights and responsibilities to meet the needs of individuals and families.

Child Development

- Analyze factors that impact child growth and development.
- Integrate knowledge, skills, and practices required for careers in early childhood, education, and services.

Adolescent Development

- Identify and analyze factors that affect adolescent growth and development.

Adult Development and Aging

- Analyze factors that impact adult development and aging.
- Integrate knowledge, skills, and practices required for careers assisting adults from maturity through old age.

Food, Nutrition, and Wellness

- Demonstrate nutrition and wellness practices that enhance individual and family well-being.
- Integrate knowledge, skills, and practices required for careers in:
 - o Food production
 - o Food distribution
 - o Food services
 - o Food science
 - o Dietetics
 - o Nutrition
 - o Hospitality, tourism, and recreation

Interpersonal Relations

- Demonstrate skills and behaviors of positive relationships in families, peer groups, school, community, and the work place.

Implementation Of Delaware Standards For Family and Consumer Sciences Education

These standards have been developed based on the *National Standards for Family and Consumer Sciences Education* (1998), research and scholarly work in the related disciplines; and Delaware demographic, labor and economic trends, and other statistical data.

It is anticipated that each school district in Delaware will ascertain which of the standards will be used to guide the Family and Consumer Sciences Education programs in their respective schools. School districts will have the opportunity to design programs to address the documented needs of the individuals, families, and communities they serve. Some school districts will find it appropriate to cover all of these Family and Consumer Sciences standards while others may address selected standards. Likewise, decisions will be made at the district level and/or at the school regarding which standards will be implemented in each of the Family and Consumer Sciences courses.

The goals of all Family and Consumer Sciences Education programs in Delaware are to promote high standards of achievement that will enable students to:

- develop an appreciation and understanding of the importance of the well-being of families to positive human development, improvements in communities, and strengthening society,
- develop positive communication skills and work ethics to excel in the work place,
- develop the skills necessary to succeed in a Family and Consumer Sciences related career,
- enter their chosen career pathway, either after completion of a planned secondary or post-secondary program, and
- be successful in their family, community, and career.

Students in middle level Family and Consumer Sciences programs develop basic life skills and begin the self-assessment process of identifying potential career options. Family and Consumer Sciences is usually scheduled with other career and technical courses, art, and music as an “exploratory” experience.

Students in high school level Family and Consumer Sciences programs are enrolled either as part of a 3-credit career path, to meet current graduation requirements, or for an elective to develop the skills involved in being a family member and consumer, and perhaps, discover this as an area of career interest.

There are three factors that have provided impetus to high schools to develop current Family and Consumer Sciences programs:

1. The initiation of the graduation requirement that students acquire 3-credits in a career pathway.
2. There is a high demand for employees in this region for students with Family and Consumer Sciences educational experience.
3. Industries employing students in entry-level positions have now established knowledge and skill requirements for beginning employees.

All Family and Consumer Sciences Education programs of instruction should be planned, established, and reviewed on a regular basis by Advisory Committees to assure relevant, quality instruction and to provide an important link between the school and the business community. The courses are to be taught by a person who meets the certification requirements to be a Family and Consumer Sciences teacher in Delaware. Each program must include instruction and participation in the student career and technical organization; *Family, Career and Community Leaders of America (FCCLA)*, to promote leadership and provide opportunities to practice learned skills.

To accomplish the goals of Family and Consumer Sciences Education, programs in Delaware public schools should adhere to these standards:

- base instruction on current and applied methodologies that involve critical thinking and problem solving.
- participate in leadership development activities through participation in the student organization; *Family, Career and Community Leaders of America (FCCLA)* activities.
- provide access to students at the middle school level to help provide an awareness of interests and skills that will assist in career exploration.
- plan, establish, and maintain supervised Family and Consumer Sciences career experiences within or outside the Family and Consumer Sciences classroom.
- provide access to information through various communication technologies.
- establish a local advisory committee.
- taught by a person who meets the certification requirements to be a Family and Consumer Sciences teacher in Delaware and who seeks professional development opportunities to remain current in Family and Consumer Sciences content.
- integrate and collaborate with core subjects to increase understanding about family and consumer issues within the school and the community and to provide meaningful learning experiences for students.
- provide the opportunity and encourage students to enroll in challenging core subjects to prepare them for employment at the completion of a secondary or post-secondary program.
- extend the Family and Consumer Sciences classrooms into the community through service learning, preparing students to be volunteers, and improving the quality of life in their community.

Course Approval Process

Local school districts and charter schools that wish to receive state career-technical education funds (509 funds) to support career and technical courses, such as Family and Consumer Sciences, in grades seven through twelve must have these courses approved by the Delaware Department of Education.

The course approval process begins with the local school district. As a local education agency initiates courses or reviews their offerings periodically; the course purpose, outline, and statement of objectives that satisfy or exceed approved state content standards are required to be submitted to the Delaware Department of Education. With the publication of this document, Family and Consumer Sciences courses approved by the Delaware Department of Education will meet or exceed the Family and Consumer Sciences Standards presented here.

In addition to the course information, the local education agency needs to show documentation justifying need for the course, Labor Department projections, and student interest survey results in order to receive approval for the course to receive state career-technical education funding.

Family and Consumer Sciences courses are organized according to the Classification of Instructional Program (CIP) Codes, pp. III-47, III-96-102.

Classification of Instructional Program (CIP) Codes for Family and Consumer Sciences

19.0000 Work and Family Studies. An introductory program that focuses on family and consumer sciences concepts and principles at the basic and vocational levels and the various potential career paths open to interested students. *This addresses the Delaware standards in family; consumer and resource management; child, adolescent and adult development; food, nutrition, and wellness; interpersonal relationships; and career possibilities in various related areas.*

19.0101 Family and Consumer Sciences/Human Services, General. A general program that focuses on family and consumer sciences, including how individuals develop and function in family, work, and community settings and how they relate to their physical, social, emotional, and intellectual environments. *This addresses the Delaware standards in family; child, adolescent, and adult development; and interpersonal relations.*

19.0401 Family Resource Management Studies, General. A general program that focuses on the design and implementation of policies and processes contributing to successful individual and family resource management. Includes instruction in financial goal-setting and strategies; household income, asset, and debt management; preventing and resolving financial difficulties; and the use of relevant public resources. *This addresses the Delaware standards in consumer and resource management.*

19.0501 Foods, Nutrition, and Wellness Studies, General. A general program that focuses on the role of foods and nutrition in human health and wellness. Includes instruction in nutritional care and education, the planning and provision of food services, the development of consumable food products, life span nutrition and wellness, the principles of nutritional assessment, and food safety and food composition. *This addresses the Delaware standards in food, nutrition, and wellness.*

12.0500 Cooking and Related Culinary Arts, General. A program that focuses on the general study of cooking and related culinary arts, and that may prepare individuals for a variety of jobs within the food service industry. Includes instruction in food preparation; cooking techniques, equipment operation and maintenance; sanitation and safety; communication skills; applicable regulations; and principles of food service management. *This addresses the Delaware standards in food, nutrition, and wellness.*

19.701 Human Development and Family Studies, General. A general program that focuses on basic human development and behavioral characteristics of the individual within the context of the family. Includes instruction in the conditions that influence human growth and development; strategies that promote growth and development across the life span; and the study of family systems. *This addresses the Delaware standards in family; and child, adolescent, and adult development.*

19.702 Adult Development and Aging. A program that focuses on the characteristics of aging populations and the needs of older individuals in family and institutional settings. Includes instruction in the biological and psychological stages of aging; the provision of dependent care; serving the social, economic, and psychological needs of aging adults; related public policy issues; and adult community resources. *This addresses the Delaware standards in adult development and aging.*

19.0706 Child Development. A program that focuses on the intellectual, social, emotional, and biological development of children and the planning and design of related human services. Includes instruction in parent-child relations, parenting practices, special needs of children; parental and environmental influences on child development; external support services; and related public policy issues. *This addresses the Delaware standards in child development.*

19.0707 Family and Community Services. A program that focuses on the development and implementation of public, private, and voluntary support services for individuals, families, and localities and that prepares individuals to function in a variety of occupations promoting family life, and family/community development. Includes instruction in family systems, human development, social services, community social and economic development, social policy, voluntary sector activities, and outreach and community education. *This addresses the Delaware standards in family and interpersonal relations.*

19.0709 Child Care Provider/Assistant. A program that prepares individuals to be primary providers of home, family, residential, or institutional-based child care services. Includes instruction in child growth and development; nutrition; recreation; planning and supervision of play and learning activities; child abuse and neglect prevention; parent-child relationships; and applicable legal and administrative requirements. *This addresses the Delaware standards in family; child development; food, nutrition, and wellness; as well as interpersonal relations.*

19.0901 Apparel and Textiles, General. A general program that focuses on the development of textile products and their distribution and use in terms of the psychological, social, economic, and physical needs of consumers. Includes instruction in the production, distribution, marketing, and end use of various apparel and textile products. *This addresses the Delaware standards in consumer and resource management.*

Department of Education Regulations regarding Family and Consumer Sciences

For more information regarding Delaware Department of Education regulations that effect Family and Consumer Sciences program development, consult the Department of Education website, www.doe.state.de.us.

Below is a list of regulations that effect Family and Consumer Sciences Programs:

Section 503: Instructional Program Requirements

Section 511: Credit Requirements for High School

Section 525: Requirements for Career-Technical Education Programs

Section 530: Cooperative Education

Section 535: Diversified Occupations

Section 851: K-12 Comprehensive Health Education Program

Family, Career and Community Leaders of America Integration in Family and Consumer Sciences Programs

Family, Career and Community Leaders of America (FCCLA) is the student career and technical organization serving Family and Consumer Sciences students. Since 1945, FCCLA members have been making a difference in their families, careers and communities by addressing important personal, work and societal issues through Family and Consumer Sciences Education. Members are active in a network of associations in 50 states as well as in the District of Columbia, the Virgin Islands, and Puerto Rico.

Involvement in FCCLA offers members the opportunity to expand their leadership potential and develop skills for life -- planning, goal setting, problem solving, decision making and interpersonal communication -- necessary in the home and work place.

FCCLA provides information and ready-to-use materials needed to integrate youth leadership and student-directed learning in Family and Consumer Sciences classes. Students become involved in projects that they initiate, develop, and evaluate. FCCLA provides incentives and recognition that enhance students' experiences in school. By using FCCLA resources within the classroom, students:

- meet Family and Consumer Sciences standards as well as other educational goals.
- experience the connection between career and academic goals.
- prepare for leadership in families, careers, and communities.
- enjoy and find meaning in school.

Chapter projects focus on a variety of concerns to adolescents; including family relationships, nutrition and fitness, environment, peer pressure, substance abuse, teen violence, teen pregnancy, parenting, and career exploration.

To facilitate the process of integrating FCCLA resources within Delaware Family and Consumer Sciences classrooms, appropriate FCCLA resources have been matched with the content standards. These resources and activities have been listed after the performance indicators for the content standards in this document.

If you would like more information about FCCLA, please contact:

State Organization:
Delaware Department of Education
(302) 735-4000

National Organization:
www.fcclainc.org
E-mail: natlhdqtrs@fcclainc.org
(703) 476-4900

The national organization has publications and resources that can provide many ideas for helping students achieve these standards through FCCLA activities. The national programs may change. For the most up-to-date information, please contact the organizations listed above.

FCCLA National Programs

Following is a list of the current FCCLA programs offered by the national organization. These are the programs referenced on the content standards pages of the *Delaware Standards for Family and Consumer Sciences Education*.

Career Connection

Students develop projects that guide them to discover strengths, target career goals, and create plans for achieving the lifestyle they desire.

Units:

PLUG IN to Careers

Understand work and the Career Connection process

SIGN ON to the Career Connection

Link personal interests, skills and goals to career clusters

PROGRAM Career Steps

Prepare with education, leadership and work experiences.

ACCESS SKILLS for Career Success

Practice being productive and promotable

INTEGRATE Work and Life

Manage interconnected roles in careers, families and communities

Community Service Award

Students develop a project that uses Family and Consumer Sciences skills to address a community need.

Dynamic Leadership

Students develop projects and pursue experiences to build strong leadership through FCCLA and family and consumer sciences education. Dynamic Leadership features five “Lessons in Dynamic Leadership,” six “Essentials of Dynamic Leadership” and five “Strategies for Dynamic Leadership.”

Essentials of Dynamic Leadership are:

Character for Leaders

Problem Solving for Leaders

Relationships for Leaders

Conflict Management for Leaders

Team Building for Leaders

Peer Education for Leaders

FACTS (Families Acting for Community Traffic Safety)

Students develop projects to reduce impaired driving, increase seatbelt usage and promote traffic safety.

Families First

Students develop projects that help them gain a better understanding of how families work and learn skills to become strong family members.

Units:

Families Today

understand and celebrate families

You-Me-Us

strengthen family relationships

Meet the Challenge

overcome obstacles together

Balancing Family and Career

manage multiple responsibilities

Parent Practice

learn to nurture children

Financial Fitness

Students develop projects to educate their peers in money management areas.

Units:

Banking Basics

Cash Control

Making Money

Consumer Clout

Financing Your Future

Japanese Exchange Program

Sophomore and junior students receive full scholarships to spend six summer weeks living with a Japanese family, as well as visiting sights in Japan.

Leaders at Work

Students develop on-the-job projects to polish leadership skills (communication, interpersonal, management, entrepreneurship) and prepare for a Family and Consumer Sciences career.

Career Areas:

- **Early Childhood, Education and Services**
- **Food Production and Services**
- **Hospitality, Tourism and Recreation**
- **Textiles and Apparel**
- **Family and Consumer Sciences Education**
- **Housing, Interiors, and Furnishings**

Power of One

Students develop individual self-improvement projects.

Units:

A Better You

personal growth

Family Ties

family appreciation and relationships

Working on Working

career exploration and job skills

Take the Lead

leadership

Speak Out for FCCLA

communication about FCCLA

STAR Events (Students Taking Action with Recognition)

Students participate in competitive events that build proficiency and achievement in leadership and job-related skills.

Events:

Applied Technology
Chapter Service Project
Chapter Showcase
Entrepreneurship
Focus on Children
Food Service

Illustrated Talk
Interpersonal Communication
Job Interview
Parliamentary Procedure
Skills for Life

STOP the Violence - Students Taking On Prevention

Students develop projects to educate their peers to recognize, report, and reduce the potential for youth violence. STOP the Violence is a national FCCLA peer education program that provides young people with attitudes, skills, and resources to address youth violence prevention.

Student Body

Students develop projects to educate their peers about nutrition, fitness, and self-esteem.

Components of Delaware Standards for Family and Consumer Sciences Education

Delaware Family and Consumer Sciences Standards include areas of study, comprehensive standards, content standards, performance indicators, instructional and assessment strategies.

Areas of Study

Family and Consumer Sciences Education has been organized into seven categories for the purposes of articulating standards for Delaware. These categories, called areas of study, are:

- Family
- Consumer and Resource Management
- Child Development
- Adolescent Development
- Adult Development and Aging
- Food, Nutrition, and Wellness
- Interpersonal Relations

Comprehensive Standards

Each area of study has comprehensive standards that provide a broad description to assist people in understanding the content of the area of study. This standard is not designed to be measured.

Content Standards

Content standards describe what is expected of the learner. These are directly related to the body of knowledge, skills, and practices belonging to the Family and Consumer Sciences discipline. Students will accomplish the content standards by successfully completing the performance indicators listed for each content standard.

Performance Indicators

Performance indicators further describe the content standards, identifying knowledge and skills that are considered basic and fundamental to achieving the content standards. They describe what the student is expected to know and be able to do. Teachers can further describe what is to be expected of students at a specific grade level or enrolled in a course, based on the performance indicators presented here.

Principles that are integrated within these standards.

- Quality of Life One of the founding principles of the profession is that knowledge and skills are applied in a way that improves the quality of life for individuals and families. The standards and the supporting performance indicators have been articulated to enable students to address the quality of life for individuals and families based on their needs, wants, values, and goals.
- Goal Setting, Decision Making, and Problem Solving The performance indicators are designed to allow students to apply knowledge and skills to set goals, make decisions, and/or solve problems.
- Career Skills The performance indicators have been designed for students to practice skills that are necessary in today's work place.

Format of Delaware Standards for Family and Consumer Sciences

Below is a description explaining what type of information is found on the pages presenting the Delaware Standards for Family and Consumer Sciences.

Left Page: **Area of Study Identified**

Identifies one of seven areas of study directly relating to the body of knowledge, skills, and practices belonging to the Family and Consumer Sciences discipline:

- Family
- Adolescent Development
- Consumer and Resource Management
- Adult Development and Aging
- Child Development
- Food, Nutrition, and Wellness
- Interpersonal Relations

COMPREHENSIVE STANDARD:

XXX 1. These broad descriptions of specific aspects of the area of study have been based on research and scholarly work in related areas; Delaware demographic, labor, and economic trends; and other statistical data. This is coded with three letters to represent the area of study and a number to represent the comprehensive standard.

CONTENT STANDARD:

XXX 1.1 This defines the comprehensive standard and describes the expectation for student achievement. This is coded with three letters to represent the area of study, the number of the comprehensive standard, and the number of the content standard.

Performance Indicators	Crosswalk to other Delaware Content Standards
<p>XXX 1.1.1 These statements further describe the expectations for what the learner will know and be able to do. These are considered the essential knowledge and skills in order for students to become proficient in the content standard. These are coded with the three letters representing the content area, the number for the comprehensive and content standards, and the number for the performance indicator.</p>	<p>The information placed here displays the relationship between the Family and Consumer Sciences Content Standard and other Delaware Content Standards.</p> <p>The standards are identified using the system developed by the individual content areas.</p>

FCCLA Connection: Activities of the student organization; Family, Career and Community Leaders of America; directly related to the content standard are identified.

Right Page: **Area of Study Identified**

COMPREHENSIVE STANDARD:
XXX 1

CONTENT STANDARD:
XXX 1.1

**Some Suggestions for
Instructional and Assessment Strategies**

- These are suggested items that students may do to accomplish the performance indicators. Depending on the choice of the teacher, they may serve either as instructional activities or as assessment strategies.
- Teachers are encouraged to identify and develop additional strategies for accomplishing and assessing the performance indicators.
- These strategies are not listed in a particular order. A strategy may address more than one performance indicator, thus they are not coded.

Family

The family has long been considered a major social institution in every society in the world. The family includes many structures, arrangements and behaviors. Many relationships involve the responsibilities and functions of what are called “families.” There are many aspects of family that can be studied such as family development, trends, interpersonal relationships, family finance, consumer behavior, cross cultural relationships, and families in other countries.

Family and Consumer Sciences Education has traditionally been concerned with individuals and families and the improvement of their lives. Family and the study of the home has been the heart of Family and Consumer Sciences since its inception as a profession and discipline of study in educational institutions at all levels.

Through the standards in Family, students will develop knowledge and skills in:

- analyzing the impact of families on individuals and community.
- interpersonal relationships necessary for being a healthy individual and family across the life span.
- preparing for parenthood.
- caring for a dependent adult.
- managing the responsibilities of family, career, and community roles.
- analyzing career paths and their relationship to individual and family needs and desires.
- professional ethics and characteristics.

There are a variety of entry level jobs and advanced career opportunities for people educated and prepared to assist individuals and families. Students can begin to explore these opportunities and assess their interests to work in one of the many professions that serve families and address families’ needs. The opportunities range from assisting individuals and families in meeting their daily needs to setting policies regarding services available to families. As more services are developed to serve families in the community, there will be increased employment opportunities for those with interests in this area.

Family

COMPREHENSIVE STANDARD:

FAM 1 Evaluate the significance of family and its impact on the well-being of individuals and society.

CONTENT STANDARDS:

FAM 1.1 Analyze family development and change.

FAM 1.2 Explain how families as a basic unit of society are responsible for the long-term needs and interest of their members.

FAM 1.3 Analyze the impact of family and family health on individuals and community.

FAM 1.4 Examine how individual and family health and community are interrelated.

FAM 1.5 Analyze the influence of culture, media, technology, and other social factors on individual and family health.

FAM 1.6 Demonstrate the attitudes, knowledge, and interpersonal skills necessary for healthy individuals and families across the life span.

FAM 1.7 Demonstrate respect for and understanding of diverse perspectives, needs, and characteristics of individuals and families across the life span.

FAM 1.8 Demonstrate management of individual and family resources across the life span, including food, clothing, shelter, health care, recreation, and transportation.

FAM 1.9 Demonstrate management of financial resources to meet the goals of individuals and families across the life span.

COMPREHENSIVE STANDARD:

FAM 2 Evaluate the impact of family caregiving roles and responsibilities on the well-being of individuals and families.

CONTENT STANDARDS:

FAM 2.1 Identify and demonstrate components of positive intragenerational and intergenerational relationships.

FAM 2.2 Identify and evaluate issues to consider when responsible for a dependent adult.

FAM 2.3 Assess the impact of caring for a dependent adult.

FAM 2.4 Identify and evaluate issues to consider when preparing for parenthood.

FAM 2.5 Assess the impact of the parenting role.

COMPREHENSIVE STANDARD:

FAM 3 Integrate knowledge, skills, and practices required for careers in family and community services.

FAM 3.1 Examine the interrelationship of family, career, and community roles and responsibilities for individuals.

FAM 3.2 Identify, explore, and analyze career paths, and their relationship to individual and family needs and desires.

FAM 3.3 Demonstrate professional ethics and employability skills in the global workplace.

FAM 3.4 Analyze technologies and their relationship to managing individuals, family, career, and community roles and responsibilities.

FAM 3.5 Evaluate interest, identify, and explore career opportunities related to supporting families.

Family

COMPREHENSIVE STANDARD:

FAM 1 Evaluate the significance of family and its impact on the well-being of individuals and society.

CONTENT STANDARD:

FAM 1.1 Analyze family development and change.

Performance Indicators	Crosswalk to other Delaware Content Standards
FAM 1.1.1 Examine ways that “family” is defined.	English Language Arts 1, 2, 3
FAM 1.1.2 Recognize how families are formed and explain stages of their development.	Social Studies H-1-4
FAM 1.1.3 Analyze various functions of families	Health FLS (m) 2.1, 2.2
FAM 1.1.4 Compare and contrast how functions and structures of families change over time.	
FAM 1.1.5 Analyze the impact of social and cultural diversity on families.	

FCCLA CONNECTION

Families First

Families Today

Star Events

Illustrated Talk

Power of One

Family Ties

Family

COMPREHENSIVE STANDARD:

FAM 1 Evaluate the significance of family and its impact on the well-being of individuals and society.

CONTENT STANDARD:

FAM 1.1 Analyze family development and change.

Some Suggestions for Instructional and Assessment Strategies

- Interview a parent, teacher, adult neighbor, clergy or other professional, and a friend, for their definition of “family.”
- Using a variety of professional resources, compare different definitions of family.
- Describe several types of family structures that are represented in the United States today.
- Select a period in American history and research a family lifestyle of that era. Use a variety of resources to study family roles, family responsibilities, work, food, housing, entertainment, and transportation of the period.
- List ways families are formed and stages of the family life cycle.
- Collect pictures of families at different stages. Discuss similarities and differences.
- Explore the history of families.
- Compare today’s family with roles and functions of families of the past.
- Explore some strategies for adapting to change throughout the life span.

Family

COMPREHENSIVE STANDARD:

FAM 1 Evaluate the significance of family and its impact on the well-being of individuals and society.

CONTENT STANDARD:

FAM 1.2 Explain how families as a basic unit of society are responsible for the long-term needs and interests of their members.

Performance Indicators	Crosswalk to other Delaware Content Standards
<p>FAM 1.2.1 Identify the needs, wants, and interests of an individual over the life span.</p> <p>FAM 1.2.2 Describe how specific individual needs are met by the family unit.</p> <p>FAM 1.2.3 Determine how changes in the family unit might impact individual needs and interest.</p>	<p>English Language Arts 1, 2, 3</p> <p>Social Studies E-1</p> <p>Business and Marketing MBSA: 2</p> <p>Health FLS (m) 1.3</p>

FCCLA CONNECTION

Families First

- You-Me-Us
- Families Today
- Meet the Challenge

Power of One

- A Better You
- Family Ties

Star Events

- Interpersonal Relationships

Family

COMPREHENSIVE STANDARD:

FAM 1 Evaluate the significance of family and its impact on the well-being of individuals and society.

CONTENT STANDARD:

FAM 1.2 Explain how families as a basic unit of society are responsible for the long-term needs and interests of their members.

Some Suggestions for Instructional and Assessment Strategies

- List basic needs of family members throughout the life span.
- Describe individual needs, wants and interests, strengths and talents. Compare how they differ from those of a family throughout the life span.
- List ways that families can meet the needs for: food, clothing, housing, affection, self-esteem, transportation, and recreation.
- Interview a person who has experienced a change in family membership in the past 1-2 years. Record how the family met the needs of all family members.
- Identify your personal contributions to your own family.
- Prepare a collage showing needs that your family meets for you.
- Write an essay: “What my family does for me.”

Family

COMPREHENSIVE STANDARD:

FAM 1 Evaluate the significance of family and its impact on the well-being of individuals and society.

CONTENT STANDARD:

FAM 1.3 Analyze the impact of family and family health on individuals and community.

Performance Indicators	Crosswalk to other Delaware Content Standards
<p>FAM 1.3.1 Examine the influences that individuals, families, and communities may have on each other.</p> <p>FAM 1.3.2 Describe health issues of various family members and how they relate to the physical, emotional, intellectual, and social well-being of the family.</p> <p>FAM 1.3.3 Identify the family’s role and/or responsibility for wellness of individual members’ health.</p>	<p>English Language Arts 1, 2, 3</p> <p>Mathematics 1, 2, 4, 9</p> <p>Counseling P/S-C</p> <p>Health EH(m) 4.1& 2, 5.1-.5, T (h) 2.1, EH(h) 4.1-.3, 5.1-.5, PCH (h) 1.1, 2.1-.2</p>

FCCLA CONNECTION

Families First

You-Me-Us

Meet the Challenge

Family

COMPREHENSIVE STANDARD:

FAM 1 Evaluate the significance of family and its impact on the well-being of individuals and society.

CONTENT STANDARD:

FAM 1.3 Analyze the impact of family and family health on individuals and community.

Some Suggestions for Instructional and Assessment Strategies

- Follow a specific local issue in the news and describe how individuals and families have made a difference.
- Attend a school board or community meeting and record and reflect upon health issues being considered.
- Identify, investigate, and report on issues such as eating disorders, food allergies, diabetes, and depression.
- Watch and discuss the movie *What's Eating Gilbert Grape*.
- Define acute and chronic disease and list examples.
- Identify illnesses directly related to abuse of alcohol and tobacco.
- Explain how the family may be impacted by acute illness, chronic disease, and/or long-term health concerns.
- Describe specific ways that a family might provide for the health and well-being of each member.
- Interview a person who has a family member with long-term health care needs.
- Discuss how family lifestyle and decisions influence the health and well-being of family members.

Family

COMPREHENSIVE STANDARD:

FAM 1 Evaluate the significance of family and its impact on the well-being of individuals and society.

CONTENT STANDARD:

FAM 1.4 Examine how individual and family health and community are interrelated.

Performance Indicators	Crosswalk to other Delaware Content Standards
FAM 1.4.1 Describe how community health issues affect families and vice versa.	English Language Arts 2
FAM 1.4.2 List factors that will determine the kinds of emotional, mental and/or physical resources available to your community.	Health CEH (m) 1.1, CEH (h) 2.1
FAM 1.4.3 Compare services and facilities that are available to your community.	Physical Education C-4

FCCLA CONNECTION

Career Connection

Integrate Work and Family Life

Families First

Families Today

Community Service

Parenting Education

Star Events

Illustrated Talk

Leaders at Work

Early Childhood, Education and Services

Entrepreneurship on the Job

Family

COMPREHENSIVE STANDARD:

FAM 1 Evaluate the significance of family and its impact on the well-being of individuals and society.

CONTENT STANDARD:

FAM 1.4 Examine how individual and family health and community are interrelated.

Some Suggestions for Instructional and Assessment Strategies

- Create a list of health concerns of families that would also affect the community.
- List factors that will determine the kinds of emotional, mental, and/or physical resources available to your community.
- Locate and use information about community agencies and services they provide and who might use them.
- List current events and social issues in the community that affect individuals and their families.
- Assess the opportunities to volunteer in your community and describe the benefits of these to the community.
- Examine how family health and well-being impact the need for various community services.

Family

COMPREHENSIVE STANDARD:

FAM 1 Evaluate the significance of family and its impact on the well-being of individuals and society.

CONTENT STANDARD:

FAM 1.5 Analyze the influence of culture, media, technology, and other social factors on individual and family health.

Performance Indicators	Crosswalk to other Delaware Content Standards
FAM 1.5.1 Define: culture, media, technology, and environment.	English Language Arts 1, 2, 3
FAM 1.5.2 Describe cultural influences on a family’s quality of life.	Social Studies g-3
FAM 1.5.3 Identify how media and technology affect today’s family.	Science 1
FAM 1.5.4 Analyze social forces that influence family across the life span.	Health AOD (m/h) 3.1-2 TOB (m/h) 2.1-2
	Technology Education 1

FCCLA CONNECTION

Star Events

- Applied Technology
- Illustrated Talk

Student Body

- Nutrition Science Projects:
 - Projects that explore nutritional implications of food preparation, techniques, and technology

Family

COMPREHENSIVE STANDARD:

FAM 1 Evaluate the significance of family and its impact on the well-being of individuals and society.

CONTENT STANDARD:

FAM 1.5 Analyze the influence of culture, media, technology, and other social factors on individual and family health.

Some Suggestions for Instructional and Assessment Strategies
<ul style="list-style-type: none">• Define trends in culture, media, technology, and environment.• Explain how family customs, rituals, and traditions contribute to family well-being.• Make a list of technological items found in the home today and how each affects the health of individuals and families.• Examine TV and/or print advertisements for new medications and innovations. Discuss how the medications and innovations may impact families.• List available technology related to health promotion.• List social forces that influence families.

Family

COMPREHENSIVE STANDARD:

FAM 1 Evaluate the significance of family and its impact on the well-being of individuals and society.

CONTENT STANDARD:

FAM 1.6 Demonstrate the attitudes, knowledge, and interpersonal skills necessary for healthy individuals and families across the life span.

Performance Indicators	Crosswalk to other Delaware Content Standards
<p>FAM 1.6.1 Define and develop skills in communication: problem solving, crisis management, decision making, conflict resolution, setting priorities and goals; that are essential for healthy individuals and families across the life span.</p> <p>FAM 1.6.2 Recognize how emotions and attitudes change throughout the life span.</p>	<p>English Language Arts 1, 2, 3</p> <p>Agriscience (m) 2, 3</p> <p>Technology Education 3</p> <p>Counseling P/S-C</p> <p>Health PCH (m) 1, 2, 3, CEH (m) 1.1, 2.1-4</p>

FCCLA CONNECTION

Dynamic Leadership

Problem Solving for Leaders

Power of One

Family Ties
A Better You

Star Events

Applied Technology
Illustrated Talk

Student Body

Projects that explore the relationship among physical, social, and mental wellness

Family

COMPREHENSIVE STANDARD:

FAM 1 Evaluate the significance of family and its impact on the well-being of individuals and society.

CONTENT STANDARD:

FAM 1.6 Demonstrate the attitudes, knowledge, and interpersonal skills necessary for healthy individuals and families across the life span.

Some Suggestions for Instructional and Assessment Strategies

- Indicate the characteristics of healthy, well-functioning families e.g. open communication, sharing of values and goals, good decision making skills.
- Practice communication skills by role playing a case study.
- Discuss constructive strategies for resolving conflict or differences of opinion.
- Identify challenges families face at each stage of the life cycle.
- Outline steps in the decision making process.
- Develop skills for managing and reducing frustration, anger, and conflict.
- Acquire and practice skills for good communication, sound decision making, and setting priorities.

Family

COMPREHENSIVE STANDARD:

FAM 1 Evaluate the significance of family and its impact on the well-being of individuals and society.

CONTENT STANDARD:

FAM 1.7 Demonstrate respect for and understanding of diverse perspectives, needs, and characteristics of individuals and families across the life span.

Performance Indicators	Crosswalk to other Delaware Content Standards
<p>FAM 1.7.1 List areas where individuals and families are likely to have diverse perspectives, needs, and characteristics.</p> <p>FAM 1.7.2 Develop skills in creating a positive relationship between and among persons with differing viewpoints, needs and characteristics.</p> <p>FAM 1.7.3 Demonstrate respect for differences between others and one’s self.</p>	<p>English Language Arts 1, 2, 3</p> <p>Agriscience (m) 2</p> <p>Counseling P/S-A</p> <p>Health FLSM (h) 1.1, FLS (h) 1.3</p> <p>Art M-9, T-8, V-4</p> <p>World Language Goal 2 – Goal 4</p>

FCCLA CONNECTION

Career Connection

- Integrate Work and Life
- Sign on to the Career Connection

Dynamic Leadership

- Conflict Management for Leaders
- Problem Solving for Leaders

Families First

- Families Today
- Meet the Challenge

Power of One

- Family Ties

Star Events

- Illustrated Talk

Family

COMPREHENSIVE STANDARD:

FAM 1 Evaluate the significance of family and its impact on the well-being of individuals and society.

CONTENT STANDARD:

FAM 1.7 Demonstrate respect for and understanding of diverse perspectives, needs and characteristics of individuals and families across the life span.

Some Suggestions for Instructional and Assessment Strategies
<ul style="list-style-type: none">• Research how roles of husbands, wives and children have changed and/or remained the same over time with regard to communication, decision making, and setting goals.• Develop a set of guidelines for getting along with parents such as clear communication and being responsible.• Keep a journal of interactions with parents for one week. Note conversations and interactions where there are agreements and differences.• Interview 3-5 generations of family members comparing their favorite foods, clothing, music, vacation, school activities, and family responsibilities.• Examine personal responses, biases, and or prejudices toward others whose beliefs are different from your own.

Family

COMPREHENSIVE STANDARD:

FAM 1 Evaluate the significance of family and its impact on the well-being of individuals and society.

CONTENT STANDARD:

FAM 1.8 Demonstrate management of individual and family resources across the life span, including food, clothing, shelter, health care, recreation and transportation.

Performance Indicators	Crosswalk to other Delaware Content Standards
See Consumer and Resource Management Comprehensive Standard 2.1	

Family

COMPREHENSIVE STANDARD:

FAM 1 Evaluate the significance of family and its impact on the well-being of individuals and society.

CONTENT STANDARD:

FAM 1.8 Demonstrate management of individual and family resources across the life span, including food, clothing, shelter, health care, recreation, and transportation.

<p style="text-align: center;">Some Suggestions for Instructional and Assessment Strategies</p>
<p>See Consumer and Resource Management Comprehensive Standard 2.1</p>

Family

COMPREHENSIVE STANDARD:

FAM 1 Evaluate the significance of family and its impact on the well-being of individuals and society.

CONTENT STANDARD:

FAM 1.9 Demonstrate management of financial resources to meet the goals of individuals and families across the life span.

Performance Indicators	Crosswalk to other Delaware Content Standards
See Consumer and Resource Management Comprehensive Standard 2.2	

Family

COMPREHENSIVE STANDARD:

FAM 1 Evaluate the significance of family and its impact on the well-being of individuals and society.

CONTENT STANDARD:

FAM 1.9 Demonstrate management of financial resources to meet the goals of individuals and families across the life span.

<p style="text-align: center;">Some Suggestions for Instructional and Assessment Strategies</p>
<p>See Consumer and Resource Management Comprehensive Standard 2.2</p>

Family

COMPREHENSIVE STANDARD:

FAM 2 Evaluate the impact of family caregiving roles and responsibilities on the well-being of individuals and families.

CONTENT STANDARD:

FAM 2.1 Explain how families as a basic unit of society are responsible for the long-term needs and interests of their members.

Performance Indicators	Crosswalk to other Delaware Content Standards
FAM 2.1.1 Define: intragenerational and intergenerational relationships.	English Language Arts 1, 2, 3
FAM 2.1.2 Identify and practice strategies for effective interactions among individuals of the same generation and/or between generations.	Health EH (h) 2.1-.5 EH (m) 2.1, 2.3-4 FLS (h) 2.1 Physical Education C-4

FCCLA CONNECTION

Community Service

Parenting Education

Families First

Families Today

Parent Practice

Power of One

Families Ties

Star Events

Illustrated Talk

Focus on Children

Dynamic Leadership

Character for Leaders

Family

COMPREHENSIVE STANDARD:

FAM 2 Evaluate the impact of family caregiving roles and responsibilities on the well-being of individuals and families.

CONTENT STANDARD:

FAM 2.1 Identify and demonstrate components of positive intragenerational and intergenerational relationships.

Some Suggestions for Instructional and Assessment Strategies
<ul style="list-style-type: none">• List examples of intra and intergenerational relationships within and outside the family.• State the possible outcomes of interacting with persons of varying ages and stages of development.• In small groups, present short skits containing examples of appropriate and inappropriate communication techniques between siblings, between children and parents, and between children and grandparents.• Identify benefits to themselves and their families when there are good relationships with parents, grandparents, and other extended family members.• Research components of positive sibling relationships, family relationships, and other intergenerational relationships. Describe strategies that can cultivate positive relationships.

Family

COMPREHENSIVE STANDARD:

FAM 2 Evaluate the impact of family caregiving roles and responsibilities on the well-being of individuals and families.

CONTENT STANDARD:

FAM 2.2 Identify and evaluate issues to consider when responsible for a dependent adult.

Performance Indicators	Crosswalk to other Delaware Content Standards
FAM 2.2.1 Identify reasons why adults might become dependent on the care of others.	English Language Arts 1, 2, 3
FAM 2.2.2 Describe the common physical, intellectual, social and emotional needs of dependent adults and ways to meet these in the family and community.	Mathematics 1, 2, 4 Social Studies E-1, 2

FCCLA CONNECTION

Families First

- You-Me-Us
- Meet the Challenge
- Balancing Family and Career
- Parent Practice

Power of One

- A Better You
- Family Ties

Star Events

- Interpersonal Communication

Leaders at Work

- Family and Consumer Sciences Education
- Communication Projects

Family

COMPREHENSIVE STANDARD:

FAM 2 Evaluate the impact of family caregiving roles and responsibilities on the well-being of individuals and families.

CONTENT STANDARD:

FAM 2.2 Identify and evaluate issues to consider when responsible for a dependent adult.

Some Suggestions for Instructional and Assessment Strategies

- List examples of why adults would be dependent on a family member for care.
- Compare and contrast needs of a child to those of a dependent adult.
- Identify and assess local care agencies.
- Identify different forms of caregiving that a dependent adult may need.
- Compare and contrast caregiving services and agencies.
- List dependent adult care resources.
- Visit a local care facility noting what services are provided.
- Interview a professional caregiver about his/her experience.
- Define caregiver and caring and give specific examples of each in family settings.
- List ways the following families may need the support of external caregivers: dual career, single-parent, multigenerational, elderly, single adult, married couple, family with a member who is chronically ill.
- Distinguish between roles and responsibilities of a person who cares for the physical needs of a dependent adult and the roles and responsibilities of those who care for the emotional, social, and intellectual needs of a dependent adult.
- In a role play, identify issues to consider when deciding whether an elderly family member needs to move to a care facility.

Family

COMPREHENSIVE STANDARD:

FAM 2 Evaluate the impact of family caregiving roles and responsibilities on the well-being of individuals and families.

CONTENT STANDARD:

FAM 2.3 Assess the impact of caring for a dependent adult.

Performance Indicators	Crosswalk to other Delaware Content Standards
FAM 2.3.1 Identify caregiving tasks and responsibilities.	English Language Arts 1, 2, 3
FAM 2.3.2 Identify issues faced when dealing with a dependent adult: moral, ethical, financial, psychological, physical, intellectual, social, and emotional.	Mathematics 1 Social Studies E-1 Business and Marketing MBSA-4

FCCLA CONNECTION

Career Connection

Integrate Work and Life

Dynamic Leadership

Problem Solving for Leaders
Peer Education for Leaders

Families First

Families Today
Meet the Challenge

Financial Fitness

Financing Your Future

Leaders at Work

Family and Consumer Sciences
Education

Power of One

A Better You

Star Events

Interpersonal Communication

Family

COMPREHENSIVE STANDARD:

FAM 2 Evaluate the impact of family caregiving roles and responsibilities on the well-being of individuals and families.

CONTENT STANDARD:

FAM 2.3 Assess the impact of caring for a dependent adult.

Some Suggestions for Instructional and Assessment Strategies
<ul style="list-style-type: none">• Assign small groups a case study of family caring for a dependent adult. Investigate the common needs of the dependent adult and identify the issues faced by the family. Suggest strategies for helping the dependent person and the family manage.• Read a magazine article about a family caring for a dependent person. Identify the family's responsibilities, the issues they face, and the impact the situation has on its members.• Create a simulation with some students needing help. Allow students to meet the needs of those who need help. Conduct the class. Following the simulation, discuss what impact was on those who helped as well as those who needed help.

Family

COMPREHENSIVE STANDARD:

FAM 2 Evaluate the impact of family caregiving roles and responsibilities on the well-being of individuals and families.

CONTENT STANDARD:

FAM 2.4 Identify and evaluate issues to consider when preparing for parenthood.

Performance Indicators	Crosswalk to other Delaware Content Standards
FAM 2.4.1 Determine readiness for assuming a parenting role.	English Language Arts 1, 2, 3
FAM 2.4.2 Identify rewards and challenges of parenting.	Math 1, 2, 4, 5, 9
FAM 2.4.3 Identify characteristics and behaviors of effective parenting throughout the life span.	Social Studies E-1
FAM 2.4.4 Recognize differences that the addition of a child or children makes in individual and family life throughout the life span.	Business and Marketing MBSA-4
FAM 2.4.5 Identify issues faced when becoming a parent: moral, ethical, financial, emotional, social, physical, and psychological.	

FCCLA CONNECTION

Dynamic Leadership

Problem Solving for Leaders

Power of One

A Better You

Star Events

Illustrated Talk

Student Body

Dietary Guidelines Education:
Projects Addressing Special
Nutritional Needs

Family

COMPREHENSIVE STANDARD:

FAM 2 Evaluate the impact of family caregiving roles and responsibilities on the well-being of individuals and families.

CONTENT STANDARD:

FAM 2.4 Identify and evaluate issues to consider when preparing for parenthood.

Some Suggestions for Instructional and Assessment Strategies
<ul style="list-style-type: none">• Identify specific factors to consider when deciding whether to become a parent.• Interview parents to learn what their feelings are about parenting.• List qualities of an ideal parent.• Develop “application to be a parent” which identifies major issues and resources for consideration.• Write an essay titled: “When I’m a Parent.”• Evaluate the resources needed to parent children, such as financial and time resources.• List ways the parenting role changes lifestyles and other roles.

Family

COMPREHENSIVE STANDARD:

FAM 2 Evaluate the impact of family caregiving roles and responsibilities on the well-being of individuals and families.

CONTENT STANDARD:

FAM 2.5 Assess the impact of the parenting role.

Performance Indicators	Crosswalk to other Delaware Content Standards
FAM 2.5.1 Analyze the impact of the parenting role in society. FAM 2.5.2 Identify responsibilities of a parent. FAM 2.5.3 Articulate common satisfactions and frustrations that parents often experience. FAM 2.5.4 Compare and contrast the relationship between expectations and actual parenting responsibilities.	English Language Arts 1, 2, 3

FCCLA CONNECTION

Families First

Parent Practice

Power of One

A Better You

Star Events

Illustrated Talk

Family

COMPREHENSIVE STANDARD:

FAM 2 Evaluate the impact of family caregiving roles and responsibilities on the well-being of individuals and families.

CONTENT STANDARD:

FAM 2.5 Assess the impact of the parenting role.

Some Suggestions for Instructional and Assessment Strategies
<ul style="list-style-type: none">• Explore the diversity of parenting roles in a multicultural society.• List typical roles and responsibilities that parents fulfill for their children.• State ways in which parents influence the physical, intellectual, emotional, and social development of children.• Reflect upon expectations and realities of parenting experiences.• Chart what you think your parent(s) expect of you, and then ask your parent to react to your ideas.• Working with a partner, develop a skit for solving a parenting challenge.

Family

COMPREHENSIVE STANDARD:

FAM 3 Integrate knowledge, skills, and practices required for careers in family and community services.

CONTENT STANDARD:

FAM 3.1 Examine the interrelationship of family, career, and community roles and responsibilities for individuals.

Performance Indicators	Crosswalk to other Delaware Content Standards
FAM 3.1.1 Differentiate among the terms “work,” “job,” “career,” and “volunteer.”	English Language Arts 1, 2, 3
FAM 3.1.2 Describe the interrelationship between work and family.	Social Studies C-4
FAM 3.1.3 Create ways to manage change and demonstrate independence and initiative in work, family, and community roles.	Agriscience (m) 2 Business and Marketing MBSA-2

FCCLA CONNECTION

Career Connections

- Sign on to the Career Connection
- Program Career Steps
- Integrate Work and Life

Community Service

- Civic/Character Education
- Community Involvement

Dynamic Leadership

- Character for Leaders

Families First

- Balancing Family and Career

Financial Fitness

- Making Money
- Financing Your Future

Power of One

- A Better You
- Working on Working

Star Events

- Skills for Life

Family

COMPREHENSIVE STANDARD:

FAM 3 Integrate knowledge, skills, and practices required for careers in family and community services.

CONTENT STANDARD:

FAM 3.1 Examine the interrelationship of family, career, and community roles and responsibilities for individuals.

Some Suggestions for Instructional and Assessment Strategies

- Describe ways in which work life affects individuals and families and ways in which family responsibility may affect work life.
- Make a chart that shows how you manage your school, family, social, and work responsibilities.
- Using resources, write a short paper on the importance of leisure for all family members as individuals and as a family.
- Investigate resources that are available to working parents who need care for mildly ill: infants, preschoolers, and school-age children when parents work during the day on weekends, or at night.
- Examine various career interests and determine how a particular type of work would fit with your desired patterns of family life.
- Interview your parents to determine their level of satisfaction with balancing the demands of work and family.
- Identify ways that family, work, and community activities and responsibilities vie for time and other resources.

Family

COMPREHENSIVE STANDARD:

FAM 3 Integrate knowledge, skills, and practices required for careers in family and community services.

CONTENT STANDARD:

FAM 3.2 Identify, explore, and analyze career paths and their relationship to individual and family needs and desires.

Performance Indicators	Crosswalk to other Delaware Content Standards
FAM 3.2.1 List factors that will influence a career choice and employment opportunities.	English Language Arts 1, 2, 3
FAM 3.2.2 Assess personal job skills and/or aptitudes and interests.	Business and Marketing MBSA-2
FAM 3.2.3 Describe the outcomes of career planning for individuals and families.	Counseling A-C C-ABC
FAM 3.2.4 Compare various career choices for individuals and determine their potential impact on the family.	

FCCLA CONNECTION

Families First

Balancing Family and Career

Power of One

Working on Working

Career Connection

Sign on to the Career Connection
Program Career Steps
Integrate Work and Life

Star Events

Job Interview
Entrepreneurship

Family

COMPREHENSIVE STANDARD:

FAM 3 Integrate knowledge, skills, and practices required for careers in family and community services.

CONTENT STANDARD:

FAM 3.2 Identify, explore, and analyze career paths and their relationship to individual and family needs and desires.

Some Suggestions for Instructional and Assessment Strategies

- Identify one's own personal qualities including abilities, talents, and interests that influence career choices.
- Describe desired family qualities that might influence individual career paths.
- Create a career-planning folder. Regularly add resources and class materials to it.
- Develop a resume and cover letter.
- Interview a person regarding career decisions and their relationship to meeting family needs.
- Describe how the variables such as the level of education, income, work schedule, etc. of certain jobs/careers might affect family lifestyles (plumber, medical doctor, construction worker, teacher, farmer, secretary, food service server).
- Take an aptitude test and discuss results.
- Shadow a person whose job or career is one of interest.

Family

COMPREHENSIVE STANDARD:

FAM 3 Integrate knowledge, skills, and practices required for careers in family and community services.

CONTENT STANDARD:

FAM 3.3 Demonstrate professional ethics and employability skills in the global workplace.

Performance Indicators	Crosswalk to other Delaware Content Standards
FAM 3.3.1 Define the concept of professional ethics.	English Language Arts 1, 2, 3
FAM 3.3.2 Identify workplace skills that are considered to be essential/basic.	Agriscience (m) 2
FAM 3.3.3 Explain the trend toward a global workplace and global community and its impact on today’s worker.	Counseling C-A World Language Goal 2

FCCLA CONNECTION

Career Connection

- Link Up to Jobs
- Access Skills for Career Success

Dynamic Leadership

- Conflict Management
- Team Building
- Problem Solving

Families First

- You-Me-Us

Financial Fitness

- Making Money

Power of One

- Working on Working

Star Events

- Applied Technology
- Job Interview
- All Team Events

Family

COMPREHENSIVE STANDARD:

FAM 3 Integrate knowledge, skills, and practices required for careers in family and community services.

CONTENT STANDARD:

FAM 3.3 Demonstrate professional ethics and employability skills in the global workplace.

Some Suggestions for Instructional and Assessment Strategies

- Using a variety of resources, locate and review ethical expectations of various professions such as education and medicine.
- Identify universal values and ethics such as honesty, truthfulness, and dependability.
- Discuss what “global community and global workplace” mean to you, your family, and your community.
- List examples of employee actions that are dishonest or unethical.
- Identify the difference between a skill and aptitude.
- Develop lists of careers, identify skills needed for each, and identify experience, and education needed for these.
- Discuss what it means to live in a culturally diverse community.
- List careers that have global connections.
- Compare personal skills with those identified as essential by career planning guides.
- Write a one-page article for school newspaper on decision making in the workplace.
- Discuss how to prepare for an interview and participate in a mock interview.
- Demonstrate understanding of reasoning, problem solving and decision making skills in the workplace.
- Relate current world issues to employment opportunities and conditions in the United States and Delaware.

Family

COMPREHENSIVE STANDARD:

FAM 3 Integrate knowledge, skills, and practices required for careers in family and community services.

CONTENT STANDARD:

FAM 3.4 Analyze technologies and their relationship to managing individuals, family, career, and community roles and responsibilities.

Performance Indicators	Crosswalk to other Delaware Content Standards
<p>FAM 3.4.1 Review or identify examples of current technologies that impact the family unit.</p> <p>FAM 3.4.2 Determine ways that technology has affected and will continue to affect family interactions, career choices and responsibilities, and community roles.</p>	<p>English Language Arts 1, 2, 3</p> <p>Science 1</p> <p>Technology Education 1, 3, 5</p> <p>Counseling C-B</p>

FCCLA CONNECTION

Families First

Balancing Family and Career

Star Events

Applied Technology

Family

COMPREHENSIVE STANDARD:

FAM 3 Integrate knowledge, skills, and practices required for careers in family and community services.

CONTENT STANDARD:

FAM 3.4 Analyze technologies and their relationship to managing individuals, family, career, and community roles and responsibilities.

Some Suggestions for Instructional and Assessment Strategies
<ul style="list-style-type: none">• Make a list of all the appliances and equipment that are personally used during a 24-hour period. Show how the appliances and equipment helped one manage their roles for the day, e.g. student, friend, worker, family member.• Write an essay on what the world would be like if we did not have technology such as a computer or a television.• Assess how technology impacts the financial choices in managing family responsibilities.• Describe how technology is used in the home for the benefit of families.• Discuss the impact that technology has on community services available to individuals and families.• Chart the times and purposes for use of a family's home computer. Analyze findings.• Develop guidelines that parents might follow in setting parameters for their children's use of computer, VCR/DVD player, Internet, television and other electronic devices.

Family

COMPREHENSIVE STANDARD:

FAM 3 Integrate knowledge, skills, and practices required for careers in family and community services.

CONTENT STANDARD:

FAM 3.5 Evaluate interest, identify, and explore career opportunities related to supporting families.

Performance Indicators	Crosswalk to other Delaware Content Standards
FAM 3.5.1 Investigate careers available in family and community services.	English Language Arts 1, 2, 3
FAM 3.5.2 Describe professional behaviors related to employability in careers in family and community services.	Business and Marketing MBSA-2
FAM 3.5.3 Determine personal interest and aptitude for a service-oriented career focusing on families.	Counseling C-B

FCCLA Connection

Career Connection

Sign on to the Career Connection

Power of One

Working on Working

Family

COMPREHENSIVE STANDARD:

FAM 3 Integrate knowledge, skills, and practices required for careers in family and community services.

CONTENT STANDARD:

FAM 3.5 Evaluate interest, identify, and explore career opportunities related to supporting families.

Some Suggestions for Instructional and Assessment Strategies
<ul style="list-style-type: none">• Compare and contrast careers in family and community services.• Use <i>Occupational Outlook Handbook</i> to write about family and community services job opportunities and required preparation/education.• Use Internet <www.Delaware.gov> to identify services available to families in Delaware.• Compare and contrast statistics for service-oriented job opportunities in Delaware to other states.• Write a report for a specific career after researching agencies, job listings, and requirements.• Interview a person who is employed in a career area that focuses on families.

Consumer and Resource Management

The consumer and resource management standards focus on developmental skills that will be viable over a lifetime: decision making, goal setting, and management strategies to effectively utilize human, economic, and environmental resources. Today's adolescents have access to and spend an impressive amount of money, all the while forming a variety of financial habits. Young consumers have become a "market" targeted by many retailers and advertisers. Developing effective strategies for planning to save and spend is critical to the financial well-being of individuals and families.

Because of all the consumer choices available, students need to be aware of their responsibilities and rights as a consumer. The development of basic consumer knowledge will be applicable to many situations that students face as an individual, in their family, and in the community.

Through the standards in Consumer and Resource Management, students will develop knowledge and skills in:

- identifying personal and family needs, values, and goals.
- gathering and evaluating information about consumer goods and services.
- comparing options of using personal resources to purchasing goods and services.
- decision making and particularly making decisions about how to meet individual and family needs for food, clothing, shelter, health care, transportation, and recreation.
- time management.
- managing money to meet family needs across the life span as well as short-term and long-term goals.
- assessing personal responsibility in using shared resources in our community, country, and world.
- functioning as knowledgeable and responsible consumers.
- articulating their needs as a consumer in an effort to improve the services and products available.

Within our communities, there are a variety of entry level jobs and career opportunities for people educated and prepared to assist individuals and families in managing their resources. Students can begin to explore these opportunities and assess their interests to work in one of the many professions that pertain to consumer and resource management. The opportunities range from assisting individuals and families in managing their resources and selecting goods and services to setting policies regarding services and products available to consumers. With increased technology, products, and services available; the employment opportunities will continue to increase.

Selected content standards were developed in conjunction with the Jump\$tart Coalition for Personal Financial Literacy. To request more information about the Jump\$tart Coalition, contact www.jumpstart.org.

Consumer and Resource Management

COMPREHENSIVE STANDARD:

CRM 1 Identify and evaluate available resources to meet the needs of individuals and families.

CONTENT STANDARDS:

- CRM 1.1 Identify personal and family values and goals to manage resources.
- CRM 1.2 Identify services for individuals and families with a variety of needs.
- CRM 1.3 Access information from a variety of sources.
- CRM 1.4 Analyze strategies to manage multiple individual, family, career and community roles and responsibilities.
- CRM 1.5 Evaluate the impact of technology on individual, family, and community resources.
- CRM 1.6 Analyze factors relating to utilization of family and community services.
- CRM 1.7 Analyze resource consumption for conservation and future environmental impact.
- CRM 1.8 Evaluate interest, identify, and explore career opportunities related to resource management.

COMPREHENSIVE STANDARD:

CRM 2 Demonstrate management of available and expanding resources as related to the needs of individuals and families.

CONTENT STANDARDS:

- CRM 2.1 Demonstrate management of individual and family resources including but not limited to: food, clothing, shelter, health care, time, recreation, and transportation.
- CRM 2.2 Demonstrate management of financial resources to meet the goals of individuals and families across the life span.
- CRM 2.3 Analyze factors in developing long-term personal and family goals. Demonstrate management and utilization of community resources.

COMPREHENSIVE STANDARD

CRM 3 Integrate knowledge of consumer rights and responsibilities to meet the needs of individuals and families.

CONTENT STANDARDS:

- CRM 3.1 Identify consumer rights and responsibilities.
- CRM 3.2 Analyze interrelationships between the economic system and consumer actions.
- CRM 3.3 Evaluate the impact of technology, culture, and other factors on individual and family resources.
- CRM 3.4 Analyze policies and identify agencies that support consumer rights and responsibilities.
- CRM 3.5 Analyze factors that impact consumer advocacy.
- CRM 3.6 Evaluate interest, identify, and explore career opportunities related to consumer services.

Consumer and Resource Management

COMPREHENSIVE STANDARD:

CRM 1 Identify and evaluate available resources to meet the needs of individuals and families.

CONTENT STANDARD:

CRM 1.1 Identify personal and family values and goals to manage resources.

Performance Indicators	Crosswalk to other Delaware Content Standards
CRM 1.1.1 Define: goals, values, resources, and management.	English Language Arts 1, 3
CRM 1.1.2 Recognize and implement essential steps in a resource management process	Mathematics 1, 2, 3, 4, 9
CRM 1.1.2.A Identify and prioritize personal and family goals and values for a management decision.	Agriscience NR-7
CRM 1.1.2.B Identify resources and propose strategies for combining, substituting, and exchanging resources for maximum utilization.	Business and Marketing MBSA 2, 4
CRM 1.1.2.C Formulate and implement a management plan.	Technology Education 3
CRM 1.1.2.D Evaluate the results of a management plan.	Counseling P/S-A, B

FCCLA CONNECTION

Families First

Balancing Family and Career

Power of One

Family Ties
A Better You
Take the Lead

Dynamic Leadership

Character for Leaders

Star Events

Illustrated Talk
Skills for Life

Consumer and Resource Management

COMPREHENSIVE STANDARD:

CRM 1 Identify and evaluate available resources to meet the needs of individuals and families.

CONTENT STANDARD:

CRM 1.1 Identify personal and family values and goals to manage resources.

Some Suggestions for Instructional and Assessment Strategies

- Discuss the differences between family and personal values and goals.
- List resources and distinguish among personal, family, community, and other resources.
- Using a map of the world, locate a place of origin for a family and describe a value that influences the use of family resources.
- Differentiate between human and non-human resources a family has.
- Keep a journal or log of the resources that are used by a family member during one week.
- “A scavenger hunt.” Find pictures that illustrate a resource to: save time, save energy, save money.
- Develop a “Family Lifestyle Survey” to determine the way a family uses various resources.
- List and discuss examples of different family structures, and resources needed by each.
- Compare how various families manage resources. Identify values and goals that cause a family to use the specific resources.
- Set a goal to reach or determine a problem to solve. Analyze ways to accomplish this and identify resources needed to do so.
- Discuss with family members (or others) how they manage time, money, personal skills, and talents.
- Develop a barter/trade program, which requires no money but which allows participants to reach goals.
- List resources needed for a specific goal (i.e. trip to the beach) and determine what resources might be substituted, combined, or exchanged to achieve that goal.

Consumer and Resource Management

COMPREHENSIVE STANDARD:

CRM 1 Identify and evaluate available resources to meet the needs of individuals and families.

CONTENT STANDARD:

CRM 1.2 Identify services for individuals and families with a variety of needs.

Performance Indicators	Crosswalk to other Delaware Content Standards
<p>CRM 1.2.1 Identify indicators that would help a family determine what needs it might have for community services.</p>	<p>English Language Arts 1, 2, 3</p> <p>Social Studies C-4</p> <p>Business and Marketing MBSA 4 MEA 1</p> <p>Technology Education 3, 4</p> <p>Health PCH 3</p>

FCCLA CONNECTION

Families First

Meet the Challenge

Leaders at Work

Family and Consumer
Sciences Education

Power of One

Family Ties

Star Events

Chapter Service
Illustrated Talk

Consumer and Resource Management

COMPREHENSIVE STANDARD:

CRM 1 Identify and evaluate available resources to meet the needs of individuals and families.

CONTENT STANDARD:

CRM 1.2 Identify services for individuals and families with a variety of needs.

Some Suggestions for Instructional and Assessment Strategies

- List examples of short and long-term needs that individuals may have and explore why families may need assistance with meeting them. Some examples include loss of hearing or sight, loss of job, alcohol or drug abuse, broken leg, or housebound individual. Discuss services that are needed by these individuals and propose resources or strategies that could be substituted to meet needs where services are not available.
- Research local, state, and federal laws that affect the rights of individuals with special needs, and chart the findings.
- Visit a variety of public places such as a grocery store, theater, church, clothing store, shopping mall, and list ways they meet the needs of individuals with disabilities.
- Volunteer to assist in a community program. List any special needs of participants and in what ways they were met.
- Review community newspapers for services offered to families, e.g. library, mailing services, health care services. Using a map of the community, mark the location of these sources. Display in classroom.
- Match community services available to needs of families.

Consumer and Resource Management

COMPREHENSIVE STANDARD:

CRM 1 Identify and evaluate available resources to meet the needs of individuals and families.

CONTENT STANDARD:

CRM 1.3 Access information from a variety of sources.

Performance Indicators	Crosswalk to other Delaware Content Standards
<p>CRM 1.3.1 Identify and review sources of information available to consumers and families.</p> <p>CRM 1.3.2 Specify indicators that help determine the quality of the information provided.</p>	<p>English Language Arts 1, 2, 3</p> <p>Social Studies C-4</p> <p>Business and Marketing MBSA 4 MEA 1,4</p> <p>Technology Education 2</p> <p>Art T-1</p>

FCCLA CONNECTION

Families First

Meet the Challenge

Leaders at Work

Family and Consumer
Sciences Education

Financial Fitness

Consumer Clout

Power of One

Family Ties

Star Events

Chapter Service
Illustrated Talk

Consumer and Resource Management

COMPREHENSIVE STANDARD:

CRM 1 Identify and evaluate available resources to meet the needs of individuals and families.

CONTENT STANDARD:

CRM 1.3 Access information from a variety of sources.

Some Suggestions for Instructional and Assessment Strategies

- Provide a scenario. After reading the scenario, list sources of information that help identify resources available to families, such as: computer and technology, community resources (library, newspaper) personal contacts (doctor, clergy, travel agent, credit counselor, parents, and other family members).
- Compare and contrast different sources of information.
- Evaluate information for its completeness, accuracy, and clarity.
- Provide different sources of information about a product, such as an advertisement, the package of the product, or an article evaluating the product. Discuss the source and quality of information in each piece.
- Review information about a product or service. Distinguish between the “relevant” information and the “irrelevant” information.

Consumer and Resource Management

COMPREHENSIVE STANDARD:

CRM 1 Identify and evaluate available resources to meet the needs of individuals and families.

CONTENT STANDARD:

CRM 1.4 Analyze strategies to manage multiple individual, family, career, and community roles and responsibilities.

Performance Indicators	Crosswalk to other Delaware Content Standards
<p>CRM 1.4.1 Describe some individual, family, career, and community roles and responsibilities and their relationships.</p> <p>CRM 1.4.2 Identify and practice strategies for compromise, collaboration, teamwork, family meetings, planning, and/or division of workload that would assist in management of multiple roles/responsibilities.</p> <p>CRM 1.4.3 Recognize behaviors that might undermine management efforts, such as avoidance, procrastination, imposition of guilt, and coaxing.</p>	<p>English Language Arts 1, 2, 3</p> <p>Business and Marketing MBSA 2, 4</p> <p>Technology Education 3, 4</p> <p>Counseling A-C</p>

FCCLA CONNECTION

Families First

Balancing Family and Career

Power of One

A Better You

Leaders at Work

Family and Consumer
Sciences Education

Star Events

Illustrated Talk

Consumer and Resource Management

COMPREHENSIVE STANDARD:

CRM 1 Identify and evaluate available resources to meet the needs of individuals and families.

CONTENT STANDARD:

CRM 1.4 Analyze strategies to manage multiple individual, family, career, and community roles and responsibilities.

Some Suggestions for Instructional and Assessment Strategies

- List some roles and responsibilities one has as an individual, family member, worker and community member. Describe how these roles are similar and different from one another.
- Interview parents and name times/events during the year when individuals/families experience recurring activities, problems or opportunities. Discuss strategies used to manage these times.
- Role play communication methods that could be used to help families manage multiple roles and responsibilities.
- Review scenarios to identify differences in financial needs of a one-income versus a two-income family.
- Identify characteristics of a person who procrastinates and discuss outcomes of that behavior.
- Chart daily (or weekly) individual (or family) tasks and suggest ways to accomplish them more efficiently.
- Identify and practice skills needed to manage multiple, individual, family, career, and community roles.

Consumer and Resource Management

COMPREHENSIVE STANDARD:

CRM 1 Identify and evaluate available resources to meet the needs of individuals and families.

CONTENT STANDARD:

CRM 1.5 Evaluate the impact of technology on individual, family, and community resources.

Performance Indicators	Crosswalk to other Delaware Content Standards
<p>CRM 1.5.1 Cite ways that technology has changed the use of resources by individuals, families, and communities.</p> <p>CRM 1.5.2 Compare and contrast the costs and benefits of various technological advances.</p>	<p>English Language Arts 1, 2, 3</p> <p>Math 1, 4</p> <p>Science 1</p> <p>Business and Marketing ABFA 2, MEA 3</p> <p>Technology Education 1, 5</p>

FCCLA CONNECTION

Families First
You-Me-Us

Power of One
A Better You

Financial Fitness
Consumer Clout

Star Events
Illustrated Talk

Consumer and Resource Management

COMPREHENSIVE STANDARD:

CRM 1 Identify and evaluate available resources to meet the needs of individuals and families.

CONTENT STANDARD:

CRM 1.5 Evaluate the impact of technology on individual, family, and community resources.

Some Suggestions for Instructional and Assessment Strategies

- Choose a technologically-based product and report on the costs and consequences of using that technology.
- Interview a parent and a “grandparent- aged” individual and compare and contrast how technology has changed their lives over time.
- List technologies from various decades and determine the benefits and costs of these technologies.
- Survey a neighborhood to estimate the number of televisions, computers, cell phones, pagers, etc. that are owned and used in this neighborhood community. Draw conclusions about family needs.

Consumer and Resource Management

COMPREHENSIVE STANDARD:

CRM 1 Identify and evaluate available resources to meet the needs of individuals and families.

CONTENT STANDARD:

CRM 1.6 Analyze factors relating to utilization of family and community services.

Performance Indicators	Crosswalk to other Delaware Content Standards
CRM 1.6.1 Examine reasons why individuals and families might or might not use family and community services. CRM 1.6.2 State some rights and responsibilities of consumers toward the use of social service agencies and community businesses.	English Language Arts 1, 2, 3 Social Studies C-4, E-1 Technology Education 1, 5

FCCLA CONNECTION

Families First

Families Today

Power of One

Take the Lead

Star Events

Illustrated Talk
Chapter Service

Consumer and Resource Management

COMPREHENSIVE STANDARD:

CRM 1 Identify and evaluate available resources to meet the needs of individuals and families.

CONTENT STANDARD:

CRM 1.6 Analyze factors relating to utilization of family and community services.

Some Suggestions for Instructional and Assessment Strategies

- After reading a scenario, describe, criteria that families might use to determine the use of community services.
- Identify factors that influence the use of various family and community services both for profit and non-profit services.
- Discuss characteristics of family and community services that are individual and family-friendly (e.g. transportation available, easily accessible, emotionally satisfying) and how the delivery of services affects the use of those services.
- Research the cost and discuss the consequences in the use of various services that meet a family need.
- Write a paragraph on how values and available resources influence the use of community services and businesses.
- List characteristics desired in a business or community service that is commonly used.
- Review the policies of several community agencies serving families to understand the responsibilities they expect of families they serve.

Consumer and Resource Management

COMPREHENSIVE STANDARD:

CRM 1 Identify and evaluate available resources to meet the needs of individuals and families.

CONTENT STANDARD:

CRM 1.7 Analyze resource consumption for conservation and future environmental impact.

Performance Indicators	Crosswalk to other Delaware Content Standards
<p>CRM 1.7.1 Define conservation, hazardous materials, resource, consumption, and ethics.</p> <p>CRM 1.7.2 Explain the relationship between consumption of goods and services and resource use for families, communities, or a region.</p> <p>CRM 1.7.3 List types of resources and conservation practices used by families and the impact these have on the environment.</p>	<p>English Language Arts 1, 2, 3</p> <p>Science 8</p> <p>Social Studies G-2</p> <p>Technology Education 3, 4, 5</p>

FCCLA CONNECTION

Financial Fitness

Consumer Clout

Star Events

Illustrated Talk

Leaders at Work

Character for Leaders

Power of One

Take the Lead

Consumer and Resource Management

COMPREHENSIVE STANDARD:

CRM 1 Identify and evaluate available resources to meet the needs of individuals and families.

CONTENT STANDARD:

CRM 1.7 Analyze resource consumption for conservation and future environmental impact.

Some Suggestions for Instructional and Assessment Strategies

- Working in teams, develop a skit that illustrates conservation practices for a particular resource.
- Research various energy sources, their costs, and consequences for use.
- Make a poster displaying the ways to reduce energy costs for households.
- Design approaches to reduce household and community waste and global pollution.
- Develop a checklist for ways to conserve water in households.
- Identify the local watershed and analyze the impact that household water use and drought have on water quantity and quality.
- Plan a class project for recycling (paper drive, collection of cans/bottles, etc.).
- Review predictions made by environmental or ecological groups and discuss the impact that these might have on families.

Consumer and Resource Management

COMPREHENSIVE STANDARD:

CRM 1 Identify and evaluate available resources to meet the needs of individuals and families.

CONTENT STANDARD:

CRM 1.8 Evaluate interest, identify, and explore career opportunities related to resource management.

Performance Indicators	Crosswalk to other Delaware Content Standards
CRM 1.8.1 Investigate career opportunities related to resource management.	English Language Arts 1, 2, 3
CRM 1.8.2 Describe professional behaviors related to employability in resource management career areas.	Agriscience NR-9
CRM 1.8.3 Determine personal interest and aptitude for a career related to resource management.	Business and Marketing MEA 5 Counseling C-A, B, C

FCCLA CONNECTION

Career Connection

- Access Skills for Career Success
- Program Career Steps
- Integrate Work and Life

Power of One

- Working on Working

Star Events

- Job Interview
- Career Investigation

Consumer and Resource Management

COMPREHENSIVE STANDARD:

CRM 1 Identify and evaluate available resources to meet the needs of individuals and families.

CONTENT STANDARD:

CRM 1.8 Evaluate interest, identify, and explore career opportunities related to resource management.

Some Suggestions for Instructional and Assessment Strategies
<ul style="list-style-type: none">• Compare and contrast careers related to managing resources.• Use the <i>Occupational Outlook Handbook</i> to write about resources management job opportunities and required preparation/education.• Interview a person who works in the area of ecology, waste management, family finance, etc. about their work.• Prepare a “hire me” employment ad to promote yourself and your skills for a particular job/career.

Consumer and Resource Management

COMPREHENSIVE STANDARD:

CRM 2 Demonstrate management of available and expanding resources as related to the needs of individuals and families.

CONTENT STANDARD:

CRM 2.1 Demonstrate management of individual and family resources including but not limited to food, clothing, shelter, health care, time, recreation, and transportation.

Performance Indicators	Crosswalk to other Delaware Content Standards
<p>CRM 2.1.1 Apply the resource management process in CRM 1.1.2 to each of the following areas in which individuals and families manage resources across the life span including food (2.1.2.A), clothing (2.1.2.B), shelter (2.1.2.C), health care (2.1.2.D), time (2.1.2.E), recreation, (2.1.2.F), and transportation (2.1.2.G).</p> <p><u>CRM 2.1.1.A Food</u> CRM 2.1.1.A Food 1 Identify factors that influence individual and family decisions about food and dietary practices.</p> <p>CRM 2.1.1.A Food 2 List options for meeting individual and family dietary needs.</p> <p>CRM 2.1.1.A Food 3 Analyze benefits and costs of various options for meeting individual and family dietary needs.</p> <p>CRM 2.1.1.A Food 4 Develop personal skills and talents to maximize resources to meet individual and family needs and goals related to food.</p> <p>CRM 2.1.1.A Food 5 Select appropriate options based on available resources, to meet the needs of an individuals or family related to food.</p>	<p>English Language Arts 1, 2, 3</p> <p>Mathematics 1 – 10</p> <p>Social Studies E-1, 2</p> <p>Agriscience FST (h) 1, 2, 3, 4, 5</p> <p>Health NUT 1, 2, 3, 4, 5</p>

Continued on page CRM-20

FCCLA CONNECTION
Student Body

Consumer and Resource Management

COMPREHENSIVE STANDARD:

CRM 2 Demonstrate management of available and expanding resources as related to the needs of individuals and families.

CONTENT STANDARD:

CRM 2.1 Demonstrate management of individual and family resources including but not limited to food, clothing, shelter, health care, time, recreation, and transportation.

Some Suggestions for Instructional and Assessment Strategies (food)

- In small groups, perform a skit illustrating why people eat for reasons other than hunger. Examples including attending a party, watching TV, attending a sporting event with friends, celebrating a birthday or other holiday.
- Use the “Official USDA Food Plans: Cost of Food at Home at 4 Levels” to determine food menus and cost of feeding families of various sizes.
- List essential nutrients: carbohydrates, proteins, fats, minerals, vitamins, and water; sources of each; and their function in the body.
- Using scenarios, develop a strategy for using varying amounts of money to feed a family.
- Research specific nutritional needs of children, the elderly, and members with certain health problems, e.g. diabetes, high blood pressure, etc.
- Define “trade-off” and apply this concept to family food management.
- Write a scenario about a family planning meals when they are limited in one of the following resources: time, energy, money, kitchen skills, or kitchen equipment.
- Using grocery advertisements, plan a five-day menu for breakfast, lunch, and dinner to meet the dietary needs of a given family and within a given food budget.
- Prepare similar foods using various products and means of preparation. Compare cost, convenience, time of preparation, quality of product, and skills required for preparation.

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Consumer and Resource Management

COMPREHENSIVE STANDARD:

CRM 2 Demonstrate management of available and expanding resources as related to the needs of individuals and families.

CONTENT STANDARD:

CRM 2.1 Demonstrate management of individual and family resources including but not limited to food, clothing, shelter, health care, time, recreation, and transportation. (continued)

Performance Indicators	Crosswalk to other Delaware Content Standards
<p><u>CRM 2.1.1.B Clothing</u> CRM 2.1.1.B Clothing 1 Identify factors that influence individual and family decisions about clothing.</p> <p>CRM 2.1.1.B Clothing 2 Use the principle of wardrobe planning to identify individual and family clothing needs across the life span.</p> <p>CRM 2.1.1.B Clothing 3 List options for meeting individual and family needs for clothing.</p> <p>CRM 2.1.1.B Clothing 4 Analyze benefits and costs of various options for meeting individual and family clothing needs.</p> <p>CRM 2.1.1.B Clothing 5 Identify maintenance costs and skills needed to care for a personal wardrobe.</p> <p>CRM 2.1.1.B Clothing 6 Develop personal skills and talents to maximize resources to meet individual and family needs and goals for clothing.</p> <p>CRM 2.1.1. B Clothing 7 Select appropriate options, based on the resources, to meet the needs of an individual or family related to clothing.</p>	<p>English Language Arts 1, 2, 3</p> <p>Mathematics 1 – 10</p> <p>Social Studies E-1, 2</p>

Continued on page CRM-22

Consumer and Resource Management

COMPREHENSIVE STANDARD:

CRM 2 Demonstrate management of available and expanding resources as related to the needs of individuals and families.

CONTENT STANDARD:

CRM 2.1 Demonstrate management of individual and family resources including but not limited to food, clothing, shelter, health care, time, recreation, and transportation. (continued)

Some Suggestions for Instructional and Assessment Strategies (clothing)

- Discuss the various roles that clothing plays in the lives of individuals and families.
- Given a scenario describing a family, develop a wardrobe plan to meet their needs and budget.
- Develop poster of versatile outfits for various family members.
- Comparison shop at boutiques, department stores, discount stores, resale shops, catalog and Internet outlets for various clothing items.
- Compare and contrast the performance and characteristics of various textile fibers and fabrics. Determine suitable uses for a variety of fiber types and blends.
- Compare dry cleaning, home dry cleaning, and/or laundry costs over the expected lifetime of a garment such as a wool jacket.
- Identify and practice basic skills needed to maintain a wardrobe (i.e. sew, hem, replace buttons, repair a tear, iron, garment care).
- Recycle a textile product into a different and useful product.
- Identify the cost of clothing for work that is either provided or individuals must purchase. Discuss the impact of these on the clothing budget for the individual or family.
- Follow the cost of an item of clothing through a seasonal cycle. Chart the original cost, sale cost, and final cost.

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Consumer and Resource Management

COMPREHENSIVE STANDARD:

CRM 2 Demonstrate management of available and expanding resources as related to the needs of individuals and families.

CONTENT STANDARD:

CRM 2.1 Demonstrate management of individual and family resources including but not limited to food, clothing, shelter, health care, time, recreation, and transportation. (continued)

Performance Indicators	Crosswalk to other Delaware Content Standards
<p><u>CRM 2.1.1.C Shelter</u> CRM 2.1.1.C Shelter 1 Identify factors that influence individual and family decisions about shelter.</p> <p>CRM 2.1.1.C Shelter 2 List options for meeting individual and family needs for shelter.</p> <p>CRM 2.1.1.C Shelter 3 Analyze benefits and the costs of various options for meeting individual and family needs for shelter.</p> <p>CRM 2.1.1.C Shelter 4 Develop personal skills and talents to maximize resources to meet individual and family needs and goals for shelter.</p> <p>CRM 2.1.1.C Shelter 5 Select an appropriate option, based on the resources, to meet the needs of an individual or family related to shelter.</p>	<p>English Language Arts 1, 2, 3</p> <p>Mathematics 1 – 10</p> <p>Social Studies E-1, 2, 3</p>

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FCCLA CONNECTION

Financial Fitness

Consumer Clout

Consumer and Resource Management

COMPREHENSIVE STANDARD:

CRM 2 Demonstrate management of available and expanding resources as related to the needs of individuals and families.

CONTENT STANDARD:

CRM 2.1 Demonstrate management of individual and family resources including but not limited to food, clothing, shelter, health care, time, recreation, and transportation. (continued)

Some Suggestions for Instructional and Assessment Strategies (shelter)

- Research local apartment locator companies for information on typical fees and restrictions.
- Research various types of shelter costs for a particular city such as a single family home, condominium, apartment, mobile home. Determine costs of utilities for these housing options. Chart benefits from this research.
- Research costs, benefits and disadvantages associated with renting and purchasing shelter.
- Compare and contrast shelter needs for a single person, couple, family with three children, and an elderly couple.
- Examine policies for homeowners and renters insurance. Note similarities and difference.
- Invite an insurance agent to class to explain the concepts of cash value, replacement costs, and how to file a claim.
- Assist someone in the development of a personal possession inventory. This may be written, photographed, videotaped, or entered into a database.
- Identify methods of financing the purchase of a home.
- Articulate expenses for securing and maintaining adequate shelter.

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Consumer and Resource Management

COMPREHENSIVE STANDARD:

CRM 2 Demonstrate management of available and expanding resources as related to the needs of individuals and families.

CONTENT STANDARD:

CRM 2.1 Demonstrate management of individual and family resources including but not limited to food, clothing, shelter, health care, time, recreation, and transportation. (continued)

Performance Indicators	Crosswalk to other Delaware Content Standards
<p><u>CRM 2.1.1.D Health Care</u> CRM 2.1.1.D Health Care 1 Identify factors that influence individual and family decisions for wellness and health care over the life span.</p> <p>CRM 2.1.1.D Health Care 2 List options for meeting individual and family needs for health care.</p> <p>CRM 2.1.1.D Health Care 3 Analyze benefits and the costs of various options for meeting individual and family health care needs.</p> <p>CRM 2.1.1.D Health Care 4 Develop personal skills and talents to maximize resources to meet individual and family needs and goals for health care.</p> <p>CRM 2.1.1.D Health Care 5 Select appropriate options, based on the resources, to meet the needs of an individual or family related to health care.</p>	<p>English Language Arts 1, 2, 3</p> <p>Mathematics 1–10</p> <p>Social Studies E-1, 2, 3</p> <p>Health ALL</p>

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FCCLA CONNECTION

Star Events

- Illustrated Talk
- Skills for Living

Student Body

Consumer and Resource Management

COMPREHENSIVE STANDARD:

CRM 2 Demonstrate management of available and expanding resources as related to the needs of individuals and families.

CONTENT STANDARD:

CRM 2.1 Demonstrate management of individual and family resources including but not limited to food, clothing, shelter, health care, time, recreation, and transportation. (continued)

Some Suggestions for Instructional and Assessment Strategies (health care)

- Explain the importance of wellness and good health.
- List components of wellness, such as getting appropriate nutrition, rest, and exercise, as well as practicing of stress management.
- Interview grandparents or older adults regarding the health problems, if any, they have had and how these were met.
- Create a medical history on the computer for each family member including immunizations, major illnesses, hospitalizations, and allergies. Explain the importance of having this ready to a give to health care providers.
- Identify types of health insurance such as basic medical coverage, major medical, disability, worker's compensation, HMO, PPO.
- Compare and contrast types of health insurance coverage and determine an appropriate choice given life stage and other factors.
- Research a type of health insurance, identifying its main features.
- Identify and list age-related illnesses that may occur through the life span that would affect health care decisions.
- Investigate health care options for children whose parents do not have coverage and an elderly person on limited, fixed income.

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Consumer and Resource Management

COMPREHENSIVE STANDARD:

CRM 2 Demonstrate management of available and expanding resources as related to the needs of individuals and families.

CONTENT STANDARD:

CRM 2.1 Demonstrate management of individual and family resources including but not limited to food, clothing, shelter, health care, time, recreation, and transportation. (continued)

Performance Indicators	Crosswalk to other Delaware Content Standards
<p><u>CRM 2.1.1.E Time</u> CRM 2.1.1.E Time 1 Identify factors that influence individual and family decisions on using time.</p> <p>CRM 2.1.1.E Time 2 List options for meeting individual and family needs through their choices about how they use their time.</p> <p>CRM 2.1.1.E Time 3 Analyze benefits and costs of various options to meet individual and family needs for use of time.</p> <p>CRM 2.1.1.D Time 4 Develop personal skills and talents to maximize resources to meet individual and family needs and goals to use of time.</p> <p>CRM 2.1.1.D Time 5 Recognize that time is a finite resource the management of which impacts the use of all other resources.</p>	<p>English Language Arts 1, 2, 3</p> <p>Mathematics 1–10</p> <p>Social Studies E-1</p>

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FCCLA CONNECTION

Power of One

A Better You
 Take the Lead

Consumer and Resource Management

COMPREHENSIVE STANDARD:

CRM 2 Demonstrate management of available and expanding resources as related to the needs of individuals and families.

CONTENT STANDARD:

CRM 2.1 Demonstrate management of individual and family resources including but not limited to food, clothing, shelter, health care, time, recreation, and transportation. (continued)

Some Suggestions for Instructional and Assessment Strategies (time)

- Identify personal time management strategies.
- Give examples of tradeoffs among time, money, and other resources.
- List products and services that claim to “save time.” Determine their dollar value.
- Determine the costs and benefits of different products and services that are designed to save time.
- Given a scenario, determine methods of managing time using resources, talents, and money.
- In small groups, make a poster displaying ways to end “Morning Madness” (getting ready for school).
- Interview adults and share techniques of managing time at work and home.
- Write an essay on the topic of time management skills as they relate to one’s employability.
- Identify short-term, intermediate, long-term, and visionary goals. Show their relationship on a life timeline.
- Determine what is meant by on-task time, leisure time, discretionary time, off-task time, procrastination, dovetailing, and multitasking.

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Consumer and Resource Management

COMPREHENSIVE STANDARD:

CRM 2 Demonstrate management of available and expanding resources as related to the needs of individuals and families.

CONTENT STANDARD:

CRM 2.1 Demonstrate management of individual and family resources including but not limited to food, clothing, shelter, health care, time, recreation, and transportation. (continued)

Performance Indicators	Crosswalk to other Delaware Content Standards
<p><u>CRM 2.1.1.F Recreation</u> CRM 2.1.1.F Recreation 1 Identify the physical, intellectual, emotional, and social benefits of recreational and leisure activities.</p> <p>CRM 2.1.1.F Recreation 2 Identify factors that influence individual and family choices of recreational and leisure activities.</p> <p>CRM 2.1.1.F Recreation 3 List options for meeting individual and family needs for recreational and leisure activities.</p> <p>CRM 2.1.1.F Recreation 4 Analyze benefits and costs of various options to meet individual and family needs for recreation and leisure.</p> <p>CRM 2.1.1.F Recreation 5 Develop personal skills and talents to maximize resources to meet individual and family recreational and leisure needs and goals.</p> <p>CRM 2.1.1.F Recreation 5 Select an appropriate option, based on the resources, to meet the recreational needs of an individual or family.</p>	<p>English Language Arts 1, 2, 3</p> <p>Mathematics 1–10</p> <p>Social Studies E-1</p>

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FCCLA CONNECTION

Financial Fitness

Consumer Clout

Consumer and Resource Management

COMPREHENSIVE STANDARD:

CRM 2 Demonstrate management of available and expanding resources as related to the needs of individuals and families.

CONTENT STANDARD:

CRM 2.1 Demonstrate management of individual and family resources including but not limited to food, clothing, shelter, health care, time, recreation, and transportation. (continued)

Some Suggestions for Instructional and Assessment Strategies (recreation)

- List recreational activities that contribute to individual and family health and wellness.
- List no-cost or low-cost recreational and/or leisure activities that a family might engage in at various points in the family life cycle.
- Identify recreational activities and the costs and benefits of each.
- Determine recreation needs/preferences of various family members and plan a family vacation within a budget.
- Write letters requesting information on recreational opportunities from Chamber of Commerce, State Department of Parks and Tourism, hotel and motel chains and campgrounds.
- Compare and contrast the cost of a travel destination taken by personal car, train, bus, and airplane.
- Examine costs of staying at a hotel, motel, bed and breakfast, and campground at a tourist destination.

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Consumer and Resource Management

COMPREHENSIVE STANDARD:

CRM 2 Demonstrate management of available and expanding resources as related to the needs of individuals and families.

CONTENT STANDARD:

CRM 2.1 Demonstrate management of individual and family resources including but not limited to food, clothing, shelter, health care, time, recreation, and transportation. (continued)

Performance Indicators	Crosswalk to other Delaware Content Standards
<p><u>CRM 2.1.1.G Transportation</u> CRM 2.1.1.G Transportation 1 Identify factors that influence individual and family choices for transportation.</p> <p>CRM 2.1.1.G Transportation 2 List options for meeting individual and family transportation needs.</p> <p>CRM 2.1.1.G Transportation 3 Analyze benefits and costs of various options for meeting individual and family transportation needs.</p> <p>CRM 2.1.1.G Transportation 4 Develop personal skills and talents to maximize resources to meet individual and family transportation needs and goals.</p> <p>CRM 2.1.1.G Transportation 5 Select an appropriate option; based on the resources, to meet transportation needs of an individual or family.</p>	<p>English Language Arts 1, 2, 3</p> <p>Mathematics 1–10</p> <p>Social Studies E-1, 2</p>

FCCLA CONNECTION

Financial Fitness

Consumer Clout

Consumer and Resource Management

COMPREHENSIVE STANDARD:

CRM 2 Demonstrate management of available and expanding resources as related to the needs of individuals and families.

CONTENT STANDARD:

CRM 2.1 Demonstrate management of individual and family resources including but not limited to food, clothing, shelter, health care, time, recreation, and transportation. (continued)

Some Suggestions for Instructional and Assessment Strategies (transportation)

- List the costs and benefits of buying a new and used car. Chart insurance costs for a female and male age 17, 21, 25, and 30.
- Given a case study, determine family transportation needs, explain these needs, and develop a transportation plan. Determine costs and benefits of this plan.
- Identify various forms of public transportation available in the area.
- Discuss the impact of housing and employment location on transportation needs.
- Compare costs of various forms of public transportation available in the area.
- Find creative solutions to the transportation dilemmas that might be faced by a young family with two small children and only one car.
- Find creative solutions to the transportation dilemma that might be faced by a person who loses their license and has a job.
- Compare and contrast the current terms offered by two organizations or businesses that make car loans.

Consumer and Resource Management

COMPREHENSIVE STANDARD:

CRM 2 Demonstrate management of available and expanding resources as related to the needs of individuals and families.

CONTENT STANDARD:

CRM 2.2 Demonstrate management of financial resources to meet the goals of individuals and families across the life span.

Performance Indicators	Crosswalk to other Delaware Content Standards
<p>CRM 2.2.1 Determine practices that allow families to maintain economic self-sufficiency and well-being across the life span budgeting or planning spending, saving and investing, goal setting and prioritizing, insuring and estate planning.</p> <p>CRM 2.2.2. Develop, analyze, and revise a personal budget or spending plan that reflects financial goals, sources of income, and fixed and flexible expenses.</p> <p>CRM 2.2.3 Identify how sources and uses of income including personal skills and abilities, entrepreneurial activity, saving and investment, and use of credit may impact the family’s management.</p>	<p>English Language Arts 1, 2, 3</p> <p>Mathematics 1–10</p> <p>Social Studies E-1, 3</p> <p>Agriscience AGB (h) 5</p> <p>Business and Marketing ABFA 1, 2, 3 MBSA 4</p>

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FCCLA CONNECTION

Financial Fitness

- Banking Basics
- Cash Control

Star Events

- Applied Technology
- Illustrated Talk

Families First

- Balancing Family and Career

Leaders at Work

- Management on the Job

Power of One

- A Better You

Consumer and Resource Management

COMPREHENSIVE STANDARD:

CRM 2 Demonstrate management of available and expanding resources as related to the needs of individuals and families.

CONTENT STANDARD:

CRM 2.2 Demonstrate management of financial resources to meet the goals of individuals and families across the life span.

Some Suggestions for Instructional and Assessment Strategies

- Identify and articulate short, intermediate, and long-term goals and identify the cost associated with each goal. Determine how these goals will fit into a personal budget.
- Develop a budget that includes needs, wants, and financial responsibilities for a family of four.
- Using a scenario, develop a realistic budget for the family situation described.
- Compare a personal budget with that of a classmate's to determine differences and similarities and discuss.
- Identify fixed, flexible, and periodic expenses.
- Research U.S. Department of Labor statistics to learn average wages earned for the following levels of education: less than high school diploma, high school diploma, associate's degree, bachelor's degree, master's degree, and professional degree.
- Review different recordkeeping systems including account book, envelope, receipt, checkbook, and an electronic method, noting advantages and disadvantages of each.
- Analyze how personal choices; education/training, technology and other factors affect future income.
- Analyze ways in which investment in human capital increases income earning potential.
- Identify tax and regulatory policies that affect personal, entrepreneurial, and business practices.
- Ask parents if they have a will. If so, what kinds of provisions have been made in the will? If not, discuss purpose of a will for an individual and families.
- Differentiate between financial management practices that create, expand, protect, or deplete a family's worth net.
- Differentiate between gross income and net income.

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Consumer and Resource Management

COMPREHENSIVE STANDARD:

CRM 2 Demonstrate management of available and expanding resources as related to the needs of individuals and families.

CONTENT STANDARD:

CRM 2.2 Demonstrate management of financial resources to meet the goals of individuals and families across the life span. (continued)

Performance Indicators	Crosswalk to other Delaware Content Standards
<p>CRM 2.2.4 Explore the relationship between work productivity, earnings and employment stability.</p> <p>CRM 2.2.5 Define and identify examples of taxes on income, consumption of goods and services, taxes on financial investments and savings.</p> <p>CRM 2.2.6 Given examples, calculate the disposable income for an individual or family.</p> <p>CRM 2.2.7 Identify the opportunity costs of spending or saving decisions.</p> <p>CRM 2.2.8 Explore common financial services available for managing money such as saving and checking accounts, ATM and debit cards, certificates of deposit, mutual funds, securities, stocks, bonds, insurance plans, IRAs, 401ks.</p> <p>CRM 2.2.9 Write checks and maintain a check register and balance monthly checking account statements.</p> <p>CRM 2.2.10 Identify costs, benefits, and protection available through various insurance programs.</p>	

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Consumer and Resource Management

COMPREHENSIVE STANDARD:

CRM 2 Demonstrate management of available and expanding resources as related to the needs of individuals and families.

CONTENT STANDARD:

CRM 2.2 Demonstrate management of financial resources to meet the goals of individuals and families across the life span. (continued)

Some Suggestions for Instructional and Assessment Strategies

- List occupations in the following categories and list their advantages and disadvantages: hourly wage, salary, commission. Indicate which income categories usually have employee benefits.
- Examine pay stubs and determine the types and amounts of taxes withdrawn.
- Compare and contrast tax rates from different states, cities, or towns.
- Explain how taxation influences personal spending.
- Ask a school or company administrator to explain a salary and benefits package to the class.
- Determine whether it is better to delay a purchase and save for a big budget item or to purchase it on credit.
- Use a scenario to determine outcomes of various spending and savings choices.
- Compare and contrast various financial services and institutions' savings and checking account policies.
- Explain where a \$50 deposit goes if placed in a financial institution in a savings account, a money market account, or a checking account.
- Explore various saving and investing instruments and compare interest rates, fees and other features for each as they relate to meeting a personal savings goal. Other features may include liquidity, location, access to information, risk vs. return.
- Explore charges for ATM, overdrawn account, money order, debit cards, duplicate statement per check and balance inquiry. Compare and contrast these charges at various financial institutions.
- Practice writing checks.
- Prepare a check register and reconcile a bank statement from a fictitious account to develop skills in balancing a checking account.
- Explore auto and health insurance options for a given family situation.

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Consumer and Resource Management

COMPREHENSIVE STANDARD:

CRM 2 Demonstrate management of available and expanding resources as related to the needs of individuals and families.

CONTENT STANDARD:

CRM 2.2 Demonstrate management of financial resources to meet the goals of individuals and families across the life span. (continued)

Performance Indicators	Crosswalk to other Delaware Content Standards
CRM 2.2.11 Analyze the meaning of creditworthiness and identify ways to establish and maintain. CRM 2.2.12 Examine a credit report and how creditors use the information to determine creditworthiness. Explain personal actions that support a positive credit report. CRM 2.2.13 Analyze the benefits, costs, and sources of consumer credit. CRM 2.2.14 Identify strategies for managing and reducing debt.	

Consumer and Resource Management

COMPREHENSIVE STANDARD:

CRM 2 Demonstrate management of available and expanding resources as related to the needs of individuals and families.

CONTENT STANDARD:

CRM 2.2 Demonstrate management of financial resources to meet the goals of individuals and families across the life span. (continued)

Some Suggestions for Instructional and Assessment Strategies

- Calculate returns on savings investments and determine best options given various needs and resources available.
- Create a chart or timeline that illustrates the needs for various types of insurance over the life span (life, disability, medial worker's compensation).
- Review credit applications from various lenders and determine if a given family should secure credit with a particular company.
- Compare various credit options after reviewing the information on several credit applications.
- Review the information contained on a sample credit report.
- Using brochures from financial institutions in the community, compare and contrast the services they offer.
- Define principal, interest rate, term, simple interest, compound interest, and finance charges.
- Compare the total cost of interest given various credit options on the purchase of a \$500 stereo, and a car paid in 3 years versus 5 years.
- Calculate the cost of simple and compound interest on several products or services.
- Develop a checklist to help a person or family decide whether to seek help for credit problems.
- Determine the costs of leasing and/or purchasing a car on credit or with cash.
- Analyze the costs and benefits of borrowing money to meet individual and family goals. Examine the role and responsibilities of a loan holder and a co-signer on a loan.
- Calculate and compare simple interest earnings and compound interest earnings. Explain the costs or benefits of compound interest with respect to credit and savings.

Consumer and Resource Management

COMPREHENSIVE STANDARD:

CRM 2 Demonstrate management of available and expanding resources as related to the needs of individuals and families.

CONTENT STANDARD:

CRM 2.3 Analyze factors in developing long-term personal and family goals.

Performance Indicators	Crosswalk to other Delaware Content Standards
<p>CRM 2.3.1 Identify personal and family values, goals, and resources that influence the development of long-term personal and family goals.</p>	<p>English Language Arts 1, 2, 3</p> <p>Social Studies E-1, 2, 3</p> <p>Business and Marketing ABFA 1, 2, 3, 4 MBSA 4</p>

FCCLA Connection

Career Connection

Program Career Steps

Dynamic Leadership

Problem Solving for Leaders

Families First

Balancing Family and Career

Consumer and Resource Management

COMPREHENSIVE STANDARD:

CRM 2 Demonstrate management of available and expanding resources as related to the needs of individuals and families.

CONTENT STANDARD:

CRM 2.3 Analyze factors in developing long-term personal and family goals.

Some Suggestions for Instructional and Assessment Strategies

- Develop a skit or write a journal entry in which the long-term goals a family might have are described. Propose strategies to achieve these goals.
- Research a list of short and long-term financial goals typical for young adults, a couple, a family with young children, a family with adolescents, an empty-nest family and retired persons.
- Interview adults of various ages. Ask them to identify various strategies that help them achieve their financial goals and what the best advice or information they have been given to encourage them to save.

Consumer and Resource Management

COMPREHENSIVE STANDARD:

CRM 2 Demonstrate management of available and expanding resources as related to the needs of individuals and families.

CONTENT STANDARD:

CRM 2.4 Demonstrate management and utilization of community resources.

Performance Indicators	Crosswalk to other Delaware Content Standards
<p>CRM 2.4.1 Identify community resources used to meet the needs of individuals and families across the life span. Identify methods of expanding resources to meet family needs.</p>	<p>English Language Arts 1, 2, 3</p> <p>Social Studies C-1, 4</p> <p>Business and Marketing MBSA 4 MEA 3</p> <p>Counseling P/S – B, C</p>

FCCLA CONNECTION

Career Connection

Sign on to the Career Connection

Financial Fitness

Making Money

Star Events

Interpersonal Communication
Chapter Service

Power of One

Working on Working

Consumer and Resource Management

COMPREHENSIVE STANDARD:

CRM 2 Demonstrate management of available and expanding resources as related to the needs of individuals and families.

CONTENT STANDARD:

CRM 2.4 Demonstrate management and utilization of community resources.

Some Suggestions for Instructional and Assessment Strategies

- Given a scenario, develop a plan to identify and use community resources to meet the needs of a family. The scenario might include living within a family with multiple children, with multiple wage earners, with aging relatives, or with a person who has a disability.
- Identify types of community resources that might, if available, influence a person's or family's decision to reside in a given community. Consider how this might change over the life cycle.
- Explain how families rely on the resources available in a given community.

Consumer and Resource Management

COMPREHENSIVE STANDARD:

CRM 3 Integrate knowledge of consumer rights and responsibilities to meet the needs of individuals and families.

CONTENT STANDARD:

CRM 3.1 Identify consumer rights and responsibilities.

Performance Indicators	Crosswalk to other Delaware Content Standards
<p>CRM 3.1.1 Analyze rights and responsibilities of consumers.</p> <p>CRM 3.1.2 Identify and demonstrate the responsibilities of consumers: seek and use information, make wise decisions, follow instructions, use products safely, voice dissatisfaction.</p>	<p>English Language Arts 1, 2, 3</p> <p>Social Studies C 4 E 1, 2, 3</p> <p>Business and Marketing MEA 1, 4</p>

FCCLA CONNECTION

Star Events

- Entrepreneurship
- Illustrated Talk

Power of One

- Working on Working

Dynamic Leadership

- Essentials of Dynamic Leadership

Consumer and Resource Management

COMPREHENSIVE STANDARD:

CRM 3 Integrate knowledge of consumer rights and responsibilities to meet the needs of individuals and families.

CONTENT STANDARD:

CRM 3.1 Identify consumer rights and responsibilities.

Some Suggestions for Instructional and Assessment Strategies

- Role play an illustration of a responsibility of the consumer. Examples: voice a complaint, examine merchandise for safety features.
- Prepare a poster or bulletin board on “Rights of the Consumer”: the right to 1) safety, 2) be informed, 3) choose, 4) be heard, 5) be protected.
- Review a consumer law and write a short story that illustrates the costs and benefits of the law.
- Examine the written materials, which accompany a new appliance. Consider how these address the consumer’s rights?
- Prepare a strategy to seek resources for: a defective product, services which were unsatisfactory, or a warranty that is not honored.

Consumer and Resource Management

COMPREHENSIVE STANDARD:

CRM 3 Integrate knowledge of consumer rights and responsibilities to meet the needs of individuals and families.

CONTENT STANDARD:

CRM 3.2 Analyze interrelationships between the economic system and consumer action.

Performance Indicators	Crosswalk to other Delaware Content Standards
<p>CRM 3.2.1 Identify how economic forces such as supply and demand, inflation, and scarcity influence prices of products and services.</p> <p>CRM 3.2.2 Determine how the price of products and services influences the purchasing behaviors of consumers.</p> <p>CRM 3.2.3 Explore how inflation, availability of money for lending, interest rates, and governmental policy affect consumer actions.</p>	<p>English Language Arts 1, 2, 3</p> <p>Mathematics 1-10</p> <p>Social Studies E-1, 2, 3</p> <p>Agriscience AGB (h) 1</p> <p>Business and Marketing MEA 1, 4</p>

FCCLA CONNECTION

Career Connection

Plug in to Careers

Leaders at Work

Communication on the Job
Interpersonal Skills on the Job

Power of One

Take the Lead

Dynamic Leadership

Relationships for Leaders

Financial Fitness

Consumer Clout

Star Events

Illustrated Talk

Consumer and Resource Management

COMPREHENSIVE STANDARD:

CRM 3 Integrate knowledge of consumer rights and responsibilities to meet the needs of individuals and families.

CONTENT STANDARD:

CRM 3.2 Analyze interrelationships between the economic system and consumer action.

Some Suggestions for Instructional and Assessment Strategies

- Identify several products and services that are currently popular and several that are no longer popular. Discuss how the demand for the product influences the price.
- Identify a product or service for which the price is influenced by location, season, or availability.
- Discuss factors that influence the demand for a product or service, such as advertising, relevance, availability, economy, or if it is a necessity or a luxury product or service.
- Explore how car-purchasing trends are affected by inflation, availability of money, interest rates, and government policy.
- Identify consumer goods and services where the cost to consumers is impacted by government policy.

Consumer and Resource Management

COMPREHENSIVE STANDARD:

CRM 3 Integrate knowledge of consumer rights and responsibilities to meet the needs of individuals and families.

CONTENT STANDARD:

CRM 3.3 Evaluate the impact of technology, culture, and other factors on individual and family resources.

Performance Indicators	Crosswalk to other Delaware Content Standards
<p>CRM 3.3.1 Identify common technologies that impact the lives of individuals and families in such areas as communications, health, safety, and transportation.</p> <p>CRM 3.3.2 Describe the impact of technology on individual, family, and community resources.</p> <p>CRM 3.3.3 Consider ethnic diversity and related cultural traditions as factors that may influence the use of resources.</p> <p>CRM 3.3.4 Explore how technology promotes changes in customs, beliefs, language, and other cultural practices.</p> <p>CRM 3.3.5 Explore strategies to understand differences in culture, traditions, and habits among family and community members.</p>	<p>English Language Arts 1, 2, 3</p> <p>Social Studies H-4</p> <p>Business and Marketing BTA 1, 4</p> <p>Technology Education 1, 2, 3</p>

FCCLA CONNECTION

Career Connection

Access Skills for Career Success

Families First

Balancing Family and Career

Financial Fitness

Consumer Clout

Leaders at Work

Management on the Job

Consumer and Resource Management

COMPREHENSIVE STANDARD:

CRM 3 Integrate knowledge of consumer rights and responsibilities to meet the needs of individuals and families.

CONTENT STANDARD:

CRM 3.3 Evaluate the impact of technology, culture, and other factors on individual and family resources.

Some Suggestions for Instructional and Assessment Strategies

- Read a story or view a movie and identify how the cultural values influence the use of resources.
- Survey extended family members or neighbors to discuss how the prevalence of certain technologies have impacted their daily lives.
- Research the cost of having a cell phone, a pager, and/or Internet access.
- Interview people from different cultural heritages. Attempt to determine how their beliefs, customs, and practices impact their management of resources.
- Review the safety features added to cars over time. Describe how technology has improved car safety through changes in car design.
- Describe the impact improved car safety has had on individual, family, and community resources.
- Survey extended family members or neighbors to describe the influence that increased medical knowledge and technology have had on them and their family.

Consumer and Resource Management

COMPREHENSIVE STANDARD:

CRM 3 Integrate knowledge of consumer rights and responsibilities to meet the needs of individuals and families.

CONTENT STANDARD:

CRM 3.4 Analyze policies and identify agencies that support consumer rights and responsibilities.

Performance Indicators	Crosswalk to other Delaware Content Standards
<p>CRM 3.4.1 List specific laws and regulations such as Truth in Lending, Equal Credit Opportunity, Fair Credit Billing Act, Fair Credit Reporting Act. Discuss how they protect consumers.</p> <p>CRM 3.4.2 Identify major consumer protection organizations; such as Consumer Product Safety Commission (CPSC), Food and Drug Administration (FDA), Underwriter’s Laboratory (UL), and define their role in consumer protection.</p>	<p>English Language Arts 1, 2, 3</p> <p>Social Studies C-4</p> <p>Business and Marketing MEA 1 MNSA 3</p>

FCCLA CONNECTION

Career Connection

Sign on to the Career Connection

Financial Fitness

Consumer Clout

Leaders at Work

Entrepreneurship

Power of One

Take the Lead

Star Events

Illustrated Talk

Consumer and Resource Management

COMPREHENSIVE STANDARD:

CRM 3 Integrate knowledge of consumer rights and responsibilities to meet the needs of individuals and families.

CONTENT STANDARD:

CRM 3.4 Analyze policies and identify agencies that support consumer rights and responsibilities.

Some Suggestions for Instructional and Assessment Strategies

- Identify a “consumer problem” and determine a law or policy that protects the consumer. What government agency enforces this law?
- Research the process required by the FDA before a drug or food additive is allowed to be marketed.
- Describe the kinds of product testing done by Underwriter’s Laboratory or another agency.
- Check the phone book for agencies in the community that exist to serve or protect consumers. What kinds of problems might be taken to: the Chamber of Commerce? Better Business Bureau? Newspaper editorials? Small claims court? State Legislator or Congressional Representative?

Consumer and Resource Management

COMPREHENSIVE STANDARD:

CRM 3 Integrate knowledge of consumer rights and responsibilities to meet the needs of individuals and families.

CONTENT STANDARD:

CRM 3.5 Analyze factors that impact consumer advocacy.

Performance Indicators	Crosswalk to other Delaware Content Standards
<p>CRM 3.5.1 Define consumer advocacy. Identify issues that may call for advocacy and determine appropriate advocates for given situations.</p> <p>CRM 3.5.2 Examine how policies become laws related to consumer rights.</p> <p>CRM 3.5.3 Examine the interrelationship of consumer and advocacy and the values, standards, wants, needs, and goals of individuals and families.</p> <p>CRM 3.5.4 Identify policies and laws that help to prevent conflict due to consumer dissatisfaction.</p>	<p>English Language Arts 1, 2, 3</p> <p>Social Studies C-4</p> <p>Agriscience AGB (h) 4, 6</p> <p>Business and Marketing MBSA 4</p>

FCCLA CONNECTION

Community Service

Projects to educate others about accessible design and age appropriate products and furnishings

Star Events

Illustrated Talk

Families First

Balancing Family and Career
Parent Practice

Financial Fitness

Consumer Clout

Consumer and Resource Management

COMPREHENSIVE STANDARD:

CRM 3 Integrate knowledge of consumer rights and responsibilities to meet the needs of individuals and families.

CONTENT STANDARD:

CRM 3.5 Analyze factors that impact consumer advocacy.

Some Suggestions for Instructional and Assessment Strategies

- Using case studies related to different consumer problems, determine which advocacy agency could help solve the problem and write a short paper about the group.
- Explore factors that influence one's values, standards, and goals.
- Invite a consumer lobbyist to speak to discuss current consumer issues.
- Write a letter expressing dissatisfaction with a consumer product or service.
- Write a letter expressing satisfaction with a consumer product.
- Write a letter requesting more information or a replacement part for a consumer product.

Consumer and Resource Management

COMPREHENSIVE STANDARD:

CRM 3 Integrate knowledge of consumer rights and responsibilities to meet the needs of individuals and families.

CONTENT STANDARD:

CRM 3.6 Evaluate interest, identify, and explore career opportunities related to consumer services.

Performance Indicators	Crosswalk to other Delaware Content Standards
CRM 3.6.1 Investigate career opportunities related to consumer services.	English Language Arts 1, 2, 3
CRM 3.6.2 Describe professional behaviors related to employability in consumer service career areas.	Social Studies C-4
CRM 3.6.3 Determine personal interest and aptitude for a career related to consumer services.	Agriscience AGB (h) 4, 7 (m) 1
	Business and Marketing MEA 5 MBSA 2
	Counseling C-ABC

FCCLA CONNECTION

Career Connection

Program Career Steps
Sign on to the Career Connection
Integrate Work and Life

Power of One

Working on Working
A Better You

Star Events

Job Interview
Entrepreneurship
Career Investigation

Consumer and Resource Management

COMPREHENSIVE STANDARD:

CRM 3 Integrate knowledge of consumer rights and responsibilities to meet the needs of individuals and families.

CONTENT STANDARD:

CRM 3.6 Evaluate interest, identify, and explore career opportunities related to consumer services.

Some Suggestions for Instructional and Assessment Strategies

- Examine skills necessary for careers in consumer services.
- Compare and contrast skills necessary for entry-level jobs with higher-level careers in consumer services.
- Determine the roles and functions of individuals engaged in careers in consumer services.
- Complete a personal job skills analysis.
- Gather information about a job in consumer services.
- Read “help wanted” ads for customer service jobs. Note work to be done, qualification required, and salary range.
- Use *Occupational Outlook Handbook* to write about consumer services job opportunities, required preparation, and education.
- Write a report for a specific career after researching agencies, job listings, and requirements.
- Interview a person who is employed in a consumer services position.

Child Development

Research continues to provide new insight as to the importance of the first years of a child's life. Childhood is a time of preparation for the years ahead. It is important for students to learn what children need at each stage of development and how to meet those needs, how children master new skills, how they grow and change. The standards in this area of study are designed to prepare students to help children grow and develop in positive ways using strategies shown through research to be effective.

These standards were developed in conjunction with the Delaware Office of Child Care Licensing within the Department of Services for Children, Youth and Their Families. As a result of this effort, a student who successfully accomplishes these standards will have completed a course of study in alignment with the recommendations of the Office of Child Care Licensing. To request more information about requirements for employment in licensed early care and education programs, contact the Office of Child Care Licensing.

Through the standards in Child Development, students will develop knowledge and skills in:

- promoting the health and safety of children.
- knowing how children grow and develop in order to have appropriate expectations for a child and to select developmentally appropriate activities for a child.
- developing positive relationships with children.
- guiding children to behave appropriately.
- establishing age-appropriate learning opportunities for children of diverse backgrounds.
- professional practices, ethics, and standards related to working with children.
- including children with special needs in programs designed for children.

Within our communities, there are a variety of entry level jobs and career opportunities for people educated in child development. Students can begin to explore these opportunities and assess their interests to work in one of the many professions that require a person to like and understand children. With in-depth knowledge of child development and advanced education, the opportunities range from teaching young children, developing products and services that meet the needs of young children and their families, to setting policies regarding programs, to medicine, psychology, and social services. With our increased knowledge of the importance of a person's early years, the career opportunities will continue to exist in our communities for well-prepared early childhood professionals.

Child Development

COMPREHENSIVE STANDARD:

CHD 1 Analyze factors that impact child growth and development.

CONTENT STANDARDS:

- CHD 1.1 Describe the typical sequence of development for children, prenatal through school-age, in each of the developmental domains: physical, intellectual, social, and emotional.
- CHD 1.2 Examine and demonstrate developmentally appropriate activities with children that support and promote their development.
- CHD 1.3 Describe and demonstrate positive guidance methods used to support children's development.
- CHD 1.4 Describe and demonstrate communications techniques that promote positive adult/child interactions and school readiness.
- CHD 1.5 Demonstrate skills that promote children's health and safety.
- CHD 1.6 Become aware of current research pertaining to children.
- CHD 1.7 Identify community resources available for children.

COMPREHENSIVE STANDARD:

CHD 2 Integrate knowledge, skills, and practices required for careers in early childhood, education, and services.

CONTENT STANDARDS:

- CHD 2.1 Establish an age-appropriate learning environment for children.
- CHD 2.2 Use knowledge of child development and developmentally appropriate practices to implement and integrate curriculum for children.
- CHD 2.3 Evaluate interest, identify, and explore career opportunities for early childhood professionals.
- CHD 2.4 Demonstrate professional practices, ethics, and standards related to working with children.
- CHD 2.5 Demonstrate the ability to provide for the inclusion of children with special needs.
- CHD 2.6 Demonstrate respect for families' cultures, values, and traditions.
- CHD 2.7 Observe the behavior of children at various ages in order to support development and deal with challenging behavior.
- CHD 2.8 Analyze classroom management techniques for infants, toddlers, preschoolers, and school-age children.

Child Development

COMPREHENSIVE STANDARD:

CHD 1 Analyze factors that impact child growth and development.

CONTENT STANDARD:

CHD 1.1 Describe the typical sequence of development for children, prenatal through school-age, in each of the developmental domains: physical, intellectual, social and emotional.

Performance Indicators	Crosswalk to other Delaware Content Standards
<p>CHD 1.1.1 Define or review areas of development: physical, intellectual, social, and emotional.</p> <p>CHD 1.1.2 Examine major theories of human development as applied to children.</p> <p>CHD 1.1.3 Chart the expected developmental milestones for each of the following groups: infant, toddler, preschool, and school-age within each developmental domain.</p> <p>CHD 1.1.4 Define heredity, environment, culture, temperament, stages of development, ages of development, and maturation.</p>	<p>English Language Arts 1, 3</p> <p>Mathematics 4</p> <p>Science 7.1, 7.2, 7.3</p> <p>Physical Education C-1</p>

FCCLA CONNECTION

Leaders at Work

Early Childhood, Education
and Services

Power of One

Family Ties

Star Events

Focus on Children
Illustrated Talk

Child Development

COMPREHENSIVE STANDARD:

CHD 1 Analyze factors that impact child growth and development.

CONTENT STANDARD:

CHD 1.1 Describe the typical sequence of development for children, prenatal through school-age, in each of the developmental domains: physical, intellectual, social and emotional.

Some Suggestions for Instructional and Assessment Strategies

- Create a timeline of developmental milestones within each age group.
- Differentiate between typical stages of development and ages of development.
- Discuss contributions of any of the following theorists to the development of children: Piaget, Skinner, Erikson, Bronfenbrenner, Vgotsky, and Maslow.
- Prepare a presentation on the impact of one of the major developmental theories.
- Create a Venn diagram showing personal and individual characteristics which were inherited, shaped by the environment, or both. Use this as a basis for a discussion on “nature vs. nurture” in human development.
- Create a poster with a picture of a child in the center surrounded by images or works showing influences of heredity and environment.
- Observe infants, toddlers, and children under the age of 6. Compare and contrast their developmental levels, skills, and abilities to their expected developmental milestones.
- Use case studies of infants and children who show signs of developmental delay. Suggest actions that parents or caregivers should take in these cases.
- For typical developmental milestones, such as speech, toileting, and feeding; describe the physical, intellectual, emotional, and social development needed to accomplish the task.

Child Development

COMPREHENSIVE STANDARD:

CHD 1 Analyze factors that impact child growth and development.

CONTENT STANDARD:

CHD 1.2 Examine and demonstrate developmentally appropriate activities with children that support and promote their development.

Performance Indicators	Crosswalk to other Delaware Content Standards
<p>CHD 1.2.1 Identify examples of developmentally appropriate experiences, practices, and activities that foster physical, intellectual, emotional, and social growth.</p> <p>CHD 1.2.2 Describe the importance of play in supporting a young child’s development.</p>	<p>English Language Arts 1, 3, 4</p> <p>Mathematics 3, 4</p> <p>Technology 3</p> <p>Health FLS 2.1, 2.2</p>

FCCLA CONNECTION

Leaders at Work

Early Childhood, Education and Services

Power of One

Family of Ties

Star Events

Focus on Children
Illustrated Talk

Delaware Only

Child Care Exhibit

Child Development

COMPREHENSIVE STANDARD:

CHD 1 Analyze factors that impact child growth and development.

CONTENT STANDARD:

CHD 1.2 Examine and demonstrate developmentally appropriate activities with children that support and promote their development.

Some Suggestions for Instructional and Assessment Strategies

- Develop a new outdoor game for a child.
- Demonstrate ten play activities and identify which area of development each reinforces and the developmental milestone it helps a child accomplish.
- Plan a play group for a small number of children. Articulate objectives, basic rules, and routine.
- Identify toys and activities that help infants and children learn and describe what is intended to be learned.
- Visit a toy store to identify toys that are appropriate for a specific age and that support a specific type of development.
- Explain the statement: “play is a child’s work”.
- Create a “play pack” that contains developmentally appropriate activities for use when caring for children.
- Observe preschoolers involved in make-believe play of adult roles such as “house,” “mommy,” “fireman,” etc. Explain the benefits of such dramatic play.
- Differentiate between types of play: parallel play, cooperative play, organized games/activities, imaginative play, and dramatic play. Discuss the value of each in a child’s development.

Child Development

COMPREHENSIVE STANDARD:

CHD 1 Analyze factors that impact child growth and development.

CONTENT STANDARD:

CHD 1.3 Describe and demonstrate positive guidance methods used to support children’s development.

Performance Indicators	Crosswalk to other Delaware Content Standards
<p>CHD 1.3.1 Identify ways that parents, family, caregivers, and other significant adults guide a child’s development and behavior.</p> <p>CHD 1.3.2 Describe positive guidance approaches when responding to challenging behaviors.</p> <p>CHD 1.3.3 Identify problem-solving skills which can be used with and by children.</p> <p>CHD 1.3.4 Practice specific techniques to use in guiding children’s behavior: modeling, positive reinforcement, distracting/redirecting attention, prompting, use of consequences, time out, etc.</p>	<p>English Language Arts 1, 2, 3</p>

FCCLA CONNECTION

Families First

- You-Me-Us
- Parent Practice

Power of One

- Family Ties
- A Better You

Leaders at Work

- Early Childhood, Education and Services

Star Events

- Focus on Children
- Illustrated Talk
- Occupational Childcare

Child Development

COMPREHENSIVE STANDARD:

CHD 1 Analyze factors that impact child growth and development.

CONTENT STANDARD:

CHD 1.3 Describe and demonstrate positive guidance methods used to support children's development.

Some Suggestions for Instructional and Assessment Strategies

- Design and prepare a pamphlet that would help new parents understand the importance of providing guidance for children.
- Role-play appropriate and inappropriate discipline strategies or punishments for different stages of development.
- Define: discipline, punishment, positive reinforcement, and negative reinforcement.
- Determine which type of discipline is used by your parent(s), your teacher(s), parent(s) of your best friend, or another adult who provides guidance. Which type do you prefer and why?
- Collect ideas for developmentally appropriate activities which would provide opportunities for children to make decisions and solve problems.
- Suggest positive approaches that parents, family members, and caregivers might use to resolve problems with sharing, sibling rivalry, hitting or biting episodes, disobedience, etc.
- Debate which is better: discipline or self-discipline. Discuss how parents can set realistic expectations when guiding their children.
- Discuss ways to reduce the opportunities for children to misbehave in various settings.

Child Development

COMPREHENSIVE STANDARD:

CHD 1 Analyze factors that impact child growth and development.

CONTENT STANDARD:

CHD 1.4 Describe and demonstrate communication techniques that promote positive adult/child interactions and school readiness.

Performance Indicators	Crosswalk to other Delaware Content Standards
<p>CHD 1.4.1 Compare and contrast various parenting styles: authoritarian, authoritative, democratic, and permissive.</p> <p>CHD 1.4.2 Identify and practice effective ways to enhance communication with children such as eye contact, simple messages, tone of voice, non-verbal actions, and a positive approach.</p> <p>CHD 1.4.3 Describe the importance of family in the development of the young child’s readiness for school, such as building a sense of trust, a feeling of safety, self-confidence, independence, and responsibility.</p> <p>CHD 1.4.4 Describe the importance of the exchange of communication between home and the early care and education setting.</p>	<p>English Language Arts 1, 2, 3, 4</p> <p>Counseling A2</p>

FCCLA CONNECTION

Community Service

Projects that involve and benefit families

Star Events

Focus on Children
Interpersonal Communication

Dynamic Leadership

Relationships for Leaders

Families First

Families Today
Meet the Challenge
Parent Practice

Leaders at Work

Early Childhood, Education and Services

Child Development

COMPREHENSIVE STANDARD:

CHD 1 Analyze factors that impact child growth and development.

CONTENT STANDARD:

CHD 1.4 Describe and demonstrate communication techniques that promote positive adult/child interactions and school readiness.

Some Suggestions for Instructional and Assessment Strategies

- Interview a kindergarten teacher and identify the skills needed by children as they enter school.
- Prepare three consecutive monthly newsletters that would provide parents with useful information about your classroom/center.
- Define verbal communication, non-verbal communication, listening skills, positive and negative self-esteem, and school readiness.
- Prepare a public service announcement to bring attention to strategies for fostering positive parent/child interaction.
- Discuss ways to encourage children to be open and effective communicators.
- Create a repertoire of children's songs, poems, and stories and activities that encourage self-expression and communication.
- Observe and document conversations between parents and their children. Note what verbal and non-verbal messages are conveyed and how this happens.
- Use positive statements when giving directions to children.
- In small groups, create 'positive parenting' posters that feature strategies, suggestions, and examples for guiding children's behavior.

Child Development

COMPREHENSIVE STANDARD:

CHD 1 Analyze factors that impact child growth and development.

CONTENT STANDARD:

CHD 1.5 Demonstrate skills that promote children’s health and safety.

Performance Indicators	Crosswalk to other Delaware Content Standards
<p>CHD 1.5.1 Identify ways to ensure and protect a child’s health and safety through diet, hygiene, safe environment, adequate clothing, and preventive care.</p> <p>CHD 1.5.2 Describe common childhood illness and state the importance of treatment and immunizations.</p> <p>CHD 1.5.3 Describe the influence of prenatal nutrition and children’s diets on their development and behavior.</p> <p>CHD 1.5.4 Explain how the recommendations of the Food Guide Pyramid change for children during various stages of development.</p> <p>CHD 1.5.5 Create and evaluate healthy meals and snacks for preschool children.</p> <p>CHD 1.5.6 Identify various forms of child abuse, including neglect, and ways to protect children from abuse.</p> <p>CHD 1.5.7 Describe safety issues important to the well-being of children including toys, home, playground, second-hand smoke, clothing, food, strangers, other caregivers, cleanliness, hand washing, and hygiene.</p>	<p>English Language Arts 1, 3, 4</p> <p>Health INJ III, AOD, TOB</p> <p>Physical Education C-4</p>

Continued on page CHD-12

Child Development

COMPREHENSIVE STANDARD:

CHD 1 Analyze factors that impact child growth and development.

CONTENT STANDARD:

CHD 1.5 Demonstrate skills that promote children’s health and safety.

Some Suggestions for Instructional and Assessment Strategies

- Plan and prepare a creative, healthy snack for a preschooler.
- Prepare a poster on proper hand washing that could be placed in a child care center.
- Visit an area playground and identify any safety hazards. Report findings in a letter to those persons in charge.
- Prepare a checklist of immunizations for a young child.
- Invite the Red Cross to teach an infant/childhood CPR and first aid certification class.
- In small groups, prepare a pamphlet that illustrates ways to keep babies safe during the development of motor skills.
- Write warning labels that might appear on products or food items for children.
- Design a poster promoting the idea of family fitness.
- Determine the steps to help neglected or abused children.
- Develop a children’s cookbook focusing on the Food Guide Pyramid.
- Plan a calendar of medical care for the prenatal period and the first three years of a child’s life.
- Invite a pediatrician or children’s dentist to speak to your class about children’s health issues.
- Review the health form required to be completed on each child prior to enrollment in a child care center. Discuss how this information is helpful to the caregiver and protects the health of all.
- Invite a speaker to discuss issues of health and safety practices in child care facility.

Continued on page CHD-13

Child Development

COMPREHENSIVE STANDARD:

CHD 1 Analyze factors that impact child growth and development.

CONTENT STANDARD:

CHD 1.5 Demonstrate skills that promote children’s health and safety. (continued)

Performance Indicators	Crosswalk to other Delaware Content Standards
<p>CHD 1.5.8 List ways that parents and/or caregivers can ensure a safe environment and can help children avoid dangers.</p> <p>CHD 1.5.9 Demonstrate effective strategies for handling emergencies, accidents, and injuries.</p>	

FCCLA CONNECTION

Community Service

Child abuse awareness education/projects to improve child care settings

Star Events

Entrepreneurship
Focus on Children

Leaders at Work

Early Childhood, Education and Services

Families First

Parent Practice

Student Body

Health habit and nutrition projects with children

Child Development

COMPREHENSIVE STANDARD:

CHD 1 Analyze factors that impact child growth and development.

CONTENT STANDARD:

CHD 1.5 Demonstrate skills that promote children’s health and safety. (continued)

Some Suggestions for Instructional and Assessment Strategies
<ul style="list-style-type: none">• Examine warning labels on cleaning products. Compare and contrast first aid measures that are recommended.• Using a floor plan and pictures of rooms, make suggestions for childproofing a home.• Working in groups, design a checklist of common safety hazards and ways to avoid or respond to them.• List items needed in a first aid kit and when each would be used.• Make a bulletin alerting parents to the symptoms of common illnesses and how to respond to them.• Evaluate or create a picture book of common home dangers such as stairs, hot items, glass, medicine, or cleaning agents to help children learn what things to avoid.• Study your own home and develop an evacuation procedure to be used in case of fire.

Child Development

COMPREHENSIVE STANDARD:

CHD 1 Analyze factors that impact child growth and development.

CONTENT STANDARD:

CHD 1.6 Become aware of current research pertaining to children.

Performance Indicators	Crosswalk to other Delaware Content Standards
<p>CHD 1.6.1 Identify prominent individuals and/or professionals whose focus is the health and well-being of children.</p> <p>CHD 1.6.2 List and evaluate sources for available research: websites and publications of professional associations such as the National Association for the Education of Young Children, the American Association of Family and Consumer Sciences, and the National Council on Family Relations.</p>	<p>English Language Arts 3, 4</p>

FCCLA CONNECTION

Families First

Families Today
You-Me-Us

Power of One

A Better You

Leaders at Work

Early Childhood, Education
and Services

Star Events

Chapter Showcase
Focus on Childhood

Child Development

COMPREHENSIVE STANDARD:

CHD 1 Analyze factors that impact child growth and development.

CONTENT STANDARD:

CHD 1.6 Become aware of current research pertaining to children.

Some Suggestions for Instructional and Assessment Strategies
<ul style="list-style-type: none">• Develop a research project about a children's issue.• Identify ten valid sources for information about child development, child health and well-being, or other children's issues.• Review the life work of Marion Wright Edelman or Mother Theresa and discuss contributions made to the welfare of children.• Research and chart the location and specific services of centers for research and treatment of children's health issues such as St. Jude's Children's Hospital or A.I. duPont Hospital for Children.

Child Development

COMPREHENSIVE STANDARD:

CHD 1 Analyze factors that impact child growth and development.

CONTENT STANDARD:

CHD 1.7 Identify community resources available for children.

Performance Indicators	Crosswalk to other Delaware Content Standards
<p>CHD 1.7.1 Identify available community resources which focus on the well-being of children such as hospitals, family service agencies, government agencies, mental health centers, crisis intervention and counseling services, law enforcement agencies, etc.</p> <p>CHD 1.7.2 Describe the qualifications and processes for accessing community resources available for children.</p>	<p>English Language Arts 1, 3, 4</p> <p>Business and Marketing Bta 1</p>

FCCLA CONNECTION

Dynamic Leadership

Problem Solving for Leaders

Families First

Families Today

Power of One

A Better You

Star Events

Chapter Service

Child Development

COMPREHENSIVE STANDARD:

CHD 1 Analyze factors that impact child growth and development.

CONTENT STANDARD:

CHD 1.7 Identify community resources available for children.

Some Suggestions for Instructional and Assessment Strategies

- Invite a guest speaker from a local community resource that serves children.
- Prepare a pocket-sized list of community resources for your community.
- Investigate the work of Parents Anonymous, WIC (Women, Infants, and Children program), or similar groups that provide support to parents.
- Using case studies, explore life situations that might threaten the well-being of a child such as a death in the family, divorce, new sibling, etc. Determine where parents might seek information, resources, or assistance in helping their child deal with the situation.
- Review directories of services for Delaware's children available on the State of Delaware website.

Child Development

COMPREHENSIVE STANDARD:

CHD 2 Integrate knowledge, skills, and practices required for careers in early childhood, education and services.

CONTENT STANDARD:

CHD 2.1 Establish an age-appropriate learning environment for children.

Performance Indicators	Crosswalk to other Delaware Content Standards
<p>CHD 2.1.1 Consider the impact of ages and stages of child development as factors in designing learning environments.</p> <p>CHD 2.1.2 Design an indoor and outdoor learning environment appropriate for children at various stages of development.</p> <p>CHD 2.1.3 Differentiate among various types of early care and education options such as a center-based program, nursery school or preschool, Head Start, Montessori school, family child care, cooperative care, etc.; and note the benefits or drawbacks of each as related to the needs of the family and the child at various ages and stages.</p>	<p>English Language Arts 1, 2, 3, 4</p> <p>Agriscience 1</p> <p>Technology Education 3</p>

FCCLA CONNECTION

Dynamic Leadership

Problem Solving for Leaders

Financial Fitness

Cash Control

Star Events

Career Investigation

Focus on Children

Illustrated Talk

Families First

Meet the Challenge

Parent Practice

Leaders at Work

Early Childhood, Education and

Services

Child Development

COMPREHENSIVE STANDARD:

CHD 2 Integrate knowledge, skills, and practices required for careers in early childhood, education and services.

CONTENT STANDARD:

CHD 2.1 Establish an age-appropriate learning environment for children.

Some Suggestions for Instructional and Assessment Strategies
<ul style="list-style-type: none">• Visit several early care and education programs and/or schools and describe the physical learning environments.• Create a model of an appropriate learning environment.• Develop an advertisement for a fictitious child care center that describes the benefits of the learning environment and program planned.• Interview parents who provide in-home care, who use day care services, or who use a private care provider. Discuss how they decided on the type of care for their child and advantages/disadvantages of that care for the child and their family.• Plan a daily schedule that will meet the developmental needs of a group of children.

Child Development

COMPREHENSIVE STANDARD:

CHD 2 Integrate knowledge, skills, and practices required for careers in early childhood, education and services.

CONTENT STANDARD:

CHD 2.2 Use knowledge of child development and developmentally appropriate practices to implement and integrate curriculum for children.

Performance Indicators	Crosswalk to other Delaware Content Standards
<p>CHD 2.2.1 Review developmental sequences and developmentally appropriate practices as they apply to curricular decisions.</p> <p>CHD 2.2.2 Explain developmentally appropriate curriculum choices that enhance physical, intellectual, social, and emotional development in children.</p> <p>CHD 2.2.3 List the major theories of child development including those of Piaget, Skinner, Erikson, Bronfenbrenner, Vgotsky, Maslow, and Freud; and discuss their implications for curriculum.</p> <p>CHD 2.2.4 Apply knowledge of child development practices during interactions with children and when planning curriculum.</p> <p>CHD 2.2.5 Identify the knowledge and skills necessary for school readiness and explain how preschool experiences can enhance readiness.</p> <p>CHD 2.2.6 Promote the advantages of a developmentally appropriate curriculum that supports the learning of children.</p>	<p>English Language Arts 1, 2, 4</p> <p>Mathematics 1, 2, 4, 5</p>

FCCLA CONNECTION

Leaders at Work

Early Childhood, Education
and Services

Star Events

Focus on Children

Child Development

COMPREHENSIVE STANDARD:

CHD 2 Integrate knowledge, skills, and practices required for careers in early childhood, education and services.

CONTENT STANDARD:

CHD 2.2 Use knowledge of child development and developmentally appropriate practices to implement and integrate curriculum for children.

Some Suggestions for Instructional and Assessment Strategies

- Using magazine pictures, depict a sequence of development in one of the following areas: physical, intellectual, social, or emotional.
- Categorize characteristics of the four areas of development by age.
- Describe ways to individualize curriculum to meet the child's needs.
- Design and plan one day's activities for a preschool.
- Visit a preschool and prepare a log of student use of centers and toys.
- Plan an activity based on the philosophy of a major theorist to illustrate a concept of the curriculum unit.
- Create a brochure to advertise to parents the benefits of a given early learning program such as your high school's preschool program or a community child care program.
- Plan a set of developmentally appropriate activities for a curriculum theme.
- Utilize resources for teachers when planning developmentally appropriate curriculum and activities for early care and education settings.

Child Development

COMPREHENSIVE STANDARD:

CHD 2 Integrate knowledge, skills, and practices required for careers in early childhood, education and services.

CONTENT STANDARD:

CHD 2.3 Evaluate interest, identify, and explore career opportunities for early childhood professionals.

Performance Indicators	Crosswalk to other Delaware Content Standards
<p>CHD 2.3.1 Investigate careers available for working with children.</p>	<p>English Language Arts 1, 2, 3, 4</p>
<p>CHD 2.3.2 Describe professional behaviors related to employability in careers related to children.</p>	<p>Mathematics 2</p>
<p>CHD 2.3.3 Determine personal interest and aptitudes for a career related to working with children.</p>	<p>Geography B1</p>

FCCLA CONNECTION

Career Connection

Sign on to the Career Connection Program Career Steps

Power of One

Working on Working

Star Events

Job Interview
Entrepreneurship

Families First

Balancing Family and Career

Leaders at Work

Early Childhood, Education and Services

Child Development

COMPREHENSIVE STANDARD:

CHD 2 Integrate knowledge, skills, and practices required for careers in early childhood, education and services.

CONTENT STANDARD:

CHD 2.3 Evaluate interest, identify, and explore career opportunities for early childhood professionals.

Some Suggestions for Instructional and Assessment Strategies

- Develop a resume for use in securing an early childhood position. Assess personal characteristics, knowledge, and experience in this field.
- Using a prepared set of questions, interview a professional in the child development field.
- Create a career ladder for positions related to early childhood. Describe roles and responsibilities of each position along with the education requisites of each.
- Review research reports and population demographics to predict the need for early learning centers and/or child care in the next ten years in Delaware, Maryland, Pennsylvania and New Jersey.
- Develop a personal plan for meeting the State of Delaware's requirement for employment in early care and education facilities.
- List characteristics of those professionals who are satisfied and effective in their work with young children as reported in current research.

Child Development

COMPREHENSIVE STANDARD:

CHD 2 Integrate knowledge, skills, and practices required for careers in early childhood, education and services.

CONTENT STANDARD:

CHD 2.4 Demonstrate professional practices, ethics, and standards related to working with children.

Performance Indicators	Crosswalk to other Delaware Content Standards
<p>CHD 2.4.1 Define professionalism and identify specific qualifications, expectations, and/or requirements for professionals who work with children.</p> <p>CHD 2.4.2 Identify early childhood professional organizations such as National Association for the Education of Young Children (NAEYC), American Association for Family and Consumer Sciences (AAFCS), and National Association of Family Child Care (NAFCC).</p> <p>CHD 2.4.3 Demonstrate an understanding of the NAEYC Code of Ethics as it relates to handling difficult ethical situations.</p> <p>CHD 2.4.4 Explain the NAEYC’s role in the field of early childhood education.</p>	<p>English Language Arts 1, 2, 3, 4</p> <p>Agriscience 1</p> <p>Business and Marketing MEA 5</p> <p>Geography A2</p>

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FCCLA CONNECTION

Career Connection

Program Career Steps
Link Up to Jobs

Leaders at Work

Early Childhood, Education
and Services

Dynamic Leadership

Problem Solving for Leaders

Star Events

Entrepreneurship
Focus on Children

Child Development

COMPREHENSIVE STANDARD:

CHD 2 Integrate knowledge, skills, and practices required for careers in early childhood, education and services.

CONTENT STANDARD:

CHD 2.4 Demonstrate professional practices, ethics, and standards related to working with children.

Some Suggestions for Instructional and Assessment Strategies

- Role play examples of professional and non-professional behaviors.
- Research the philosophy, goals, program of work, and membership requirements for one professional organization.
- Describe the four areas of focus in the NAEYC Code of Ethics: Children, families, co-workers, and community.
- Shadow a person working in a child-related field. Observe and record the characteristics of that person and about his/her effect on the lives of children.
- Discuss how behavior, attitude, and image relate to being a professional.
- Interview a parent and a center director regarding what they seek in terms of caregiving behaviors, attitude, and image; and compare results.
- Given case studies, provide appropriate responses to situations faced in early care and education.
- Discuss the implication of finger printing requirements, criminal background check, and drug testing on one's opportunities to work in early care and education.

Continued on page CHD -27

Child Development

COMPREHENSIVE STANDARD:

CHD 2 Integrate knowledge, skills, and practices required for careers in early childhood, education and services.

CONTENT STANDARD:

CHD 2.4 Demonstrate professional practices, ethics, and standards related to working with children. (continued)

Performance Indicators	Crosswalk to other Delaware Content Standards
<p>CHD 2.4.5 Develop a professional philosophy which guides your work with children.</p> <p>CHD 2.4.6 Identify the requirements and expectations to operate a licensed early care and education program.</p> <p>CHD 2.4.7 Identify the requirements and expectations of accrediting an early care and education program.</p> <p>CHD 2.4.8 Explain the caregiver’s role in dealing with communicable, chronic, and special health problems including communication with parents in relation to health issues.</p> <p>CHD 2.4.9 Discuss the legal issues that impact the management of young children’s behavior.</p> <p>CHD 2.4.10 List reporting procedures in cases of abuse and/or neglect.</p>	

Child Development

COMPREHENSIVE STANDARD:

CHD 2 Integrate knowledge, skills, and practices required for careers in early childhood, education and services.

CONTENT STANDARD:

CHD 2.4 Demonstrate professional practices, ethics, and standards related to working with children. (continued)

<p style="text-align: center;">Some Suggestions for Instructional and Assessment Strategies</p>
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|---|
| <ul style="list-style-type: none">• Prepare a letter to parents about a communicable disease.• Research the legal requirements in your state or community for operation of family child care, preschool, school-age, and child care center.• Write a professional philosophy which could be used with a prospective employer.• On the State of Delaware website, locate the requirements of state agencies regarding early care and education programs for Delaware. |
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Child Development

COMPREHENSIVE STANDARD:

CHD 2 Integrate knowledge, skills, and practices required for careers in early childhood, education and services.

CONTENT STANDARD:

CHD 2.5 Demonstrate the ability to provide for inclusion of children with special needs.

Performance Indicators	Crosswalk to other Delaware Content Standards
<p>CHD 2.5.1 Define the categories of special needs, exceptionalities and inclusion as they pertain to services in early care and education.</p> <p>CHD 2.5.2 Identify factors that contribute to children being at risk for developmental delays such as prenatal care and development, environment, heredity, family resources.</p> <p>CHD 2.5.3 Develop a learning environment which meets the needs of all children including those with special needs.</p> <p>CHD 2.5.4 Consider individual and special needs when planning curriculum and interactions with children.</p> <p>CHD 2.5.5 Describe how the unique needs of each individual child may impact growth and development.</p>	<p>English Language Arts 1, 2, 3, 4</p> <p>Science 7.1, 7.2, 7.3</p> <p>Social Studies C-4, 9-12</p>

FCCLA CONNECTION

Community Service

- Babysitter Training
- Volunteer Child Care
- Projects with Exceptional Children

Leaders at Work

- Early Childhood, Education and Services

Career Connection

- Access Skills for Career Success

Families First

- Parent Practice

Star Events

- Focus on Children

Child Development

COMPREHENSIVE STANDARD:

CHD 2 Integrate knowledge, skills, and practices required for careers in early childhood, education and services.

CONTENT STANDARD:

CHD 2.5 Demonstrate the ability to provide for inclusion of children with special needs.

Some Suggestions for Instructional and Assessment Strategies

- Develop a prenatal plan for a pregnant woman to follow in order to maximize the likelihood of a healthy baby.
- Research PL 94-142 and IDEA. Report to the class how it affects students and teachers.
- View a video on special needs children. Discuss how children are more alike than different from one another.
- Determine how a preschool might meet the developmental and safety needs of a child with the following: vision or hearing impairment, Down Syndrome, need for wheelchair or braces, ADHD, etc.
- Defend the government's decision that children should be educated in the "least restrictive environment" possible.
- Volunteer to partner with a child at a Special Olympics activity.
- Select an activity to be implemented in the classroom. Describe how it will be designed to meet the unique needs of each child in the group.
- Investigate a birth defect and its implication for integration of children with this condition in a classroom.
- Investigate the daily habits of women and their impact on fetal development e.g. smoking, drinking, poor diet, including lack of folic acid.

Child Development

COMPREHENSIVE STANDARD:

CHD 2 Integrate knowledge, skills, and practices required for careers in early childhood, education and services.

CONTENT STANDARD:

CHD 2.6 Demonstrate respect for families’ cultures, values, and traditions.

Performance Indicators	Crosswalk to other Delaware Content Standards
<p>CHD 2.6.1 List ways that a family’s cultures, values, and traditions impact community-based educational experiences and/or opportunities for children.</p> <p>CHD 2.6.2 Identify the influence of culture and ways to support and celebrate diverse families’ values and traditions in the early care and education setting.</p> <p>CHD 2.5.3 Implement strategies for constructive and supportive interactions among children and families of different backgrounds and cultures.</p> <p>CHD 2.6.4 Describe the impact a family’s culture, such as learned behaviors, beliefs, customs, and language have on the development of young children.</p>	<p>English Language Arts 1, 3, 4</p> <p>Mathematics 5</p> <p>Social Studies G-4, 6-8</p> <p>Geography A2</p> <p>Health FLS 1.1</p> <p>Art D-4, M-9</p> <p>World Languages Goal 4-4.2</p>

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FCCLA CONNECTION

Career Connection

Sign on to the Career Connection
Integrate Work and Life

Career Connection

A Better You
Family Ties

Student Body

Projects that explore nutrition, fitness, and self-esteem at various life stages

Families First

Parent Practice

Star Events

Focus on Children

Child Development

COMPREHENSIVE STANDARD:

CHD 2 Integrate knowledge, skills, and practices required for careers in early childhood, education and services.

CONTENT STANDARD:

CHD 2.6 Demonstrate respect for families' cultures, values, and traditions.

Some Suggestions for Instructional and Assessment Strategies
<ul style="list-style-type: none">• Research the importance of common family practices with children in diverse cultures.• Volunteer with an organization such as Big Brothers, Big Sisters, a local church or YMCA to gain experience working with children from various cultural backgrounds.• Investigate the customs and traditions of various cultures. Describe their implications for early care and education programs. Describe how this may have implications for a child's behavior, eating habits, and interaction with adults.• Develop a set of activities that will help children learn about a tradition of a particular culture.

Continued on page CHD -33

Child Development

COMPREHENSIVE STANDARD:

CHD 2 Integrate knowledge, skills, and practices required for careers in early childhood, education and services.

CONTENT STANDARD:

CHD 2.6 Demonstrate respect for families' cultures, values, and traditions. (continued)

Performance Indicators	Crosswalk to other Delaware Content Standards
CHD 2.6.5 Identify factors that influence family functioning. CHD 2.6.6 Discuss the relationship of personal/cultural beliefs to the development of eating habits and the promotion of good nutrition. CHD 2.6.7 Identify current issues and needs of various types of families with diverse backgrounds who are using early care and education services.	

Child Development

COMPREHENSIVE STANDARD:

CHD 2 Integrate knowledge, skills, and practices required for careers in early childhood, education and services.

CONTENT STANDARD:

CHD 2.6 Demonstrate respect for families' cultures, values, and traditions. (continued)

Some Suggestions for Instructional and Assessment Strategies
<ul style="list-style-type: none">• Have a working parent with children in an early care and education program as a guest speaker. Discuss parent expectations regarding respect for family culture, values, and traditions.

Child Development

COMPREHENSIVE STANDARD:

CHD 2 Integrate knowledge, skills, and practices required for careers in early childhood, education and services.

CONTENT STANDARD:

CHD 2.7 Observe the behavior of children at various ages in order to support development and deal with challenging behavior.

Performance Indicators	Crosswalk to other Delaware Content Standards
<p>CHD 2.7.1 Describe methods of observation and compare and contrast these with each other.</p> <p>CHD 2.7.2 Identify behaviors that are appropriate or inappropriate to various ages and stages of development.</p> <p>CHD 2.7.3 Explain the relationship between developmentally appropriate curriculum, guidance of children, and prevention of challenging behavior.</p> <p>CHD 2.7.4 Employ and evaluate different types of observation methods.</p> <p>CHD 2.7.5 Recognize intervention strategies for dealing with challenging behavior.</p> <p>CHD 2.7.6 Differentiate between challenging and challenging but typical behavior for each developmental state.</p>	<p>English Language Arts 1, 2, 3, 4</p> <p>Mathematics 4</p> <p>Social Studies 6.2</p>

FCCLA CONNECTION

Dynamic Leadership

- Team Building for Leaders
- Peer Education for Leaders

Families First

- You-Me-Us

Career Connection

- Access Skills for Career Success

Leaders at Work

- Management of the Job

Child Development

COMPREHENSIVE STANDARD:

CHD 2 Integrate knowledge, skills, and practices required for careers in early childhood, education and services.

CONTENT STANDARD:

CHD 2.7 Observe the behavior of children at various ages in order to support development and deal with challenging behavior.

Some Suggestions for Instructional and Assessment Strategies
<ul style="list-style-type: none">• Explain the benefits of observing children.• Observe children in a variety of formal and informal settings.• Use a variety of types of observation guides, tools, and strategies to learn about children.• Investigate behaviors that present a challenge to early care and education professionals.• Given a scenario, describe strategies that help a child learn to appropriately behave in the situation.

Child Development

COMPREHENSIVE STANDARD:

CHD 2 Integrate knowledge, skills, and practices required for careers in early childhood, education and services.

CONTENT STANDARD:

CHD 2.8 Analyze classroom management techniques for infants, toddlers, preschoolers, and school-age children.

Performance Indicators	Crosswalk to other Delaware Content Standards
<p>CHD 2.8.1 Describe classroom management techniques for infants, toddlers, preschoolers and school-age children.</p> <p>CHD 2.8.2 Examine personal beliefs, attitudes, and operational styles in relation to the professionally appropriate management of children’s behavior.</p> <p>CHD 2.8.3 Select and apply management strategies to meet the needs of individual children and situations.</p> <p>CHD 2.8.4 Demonstrate the ability to simultaneously support development and deal with children’s challenging behavior in a group setting.</p> <p>CHD 2.8.5 Determine the effect of curriculum, room arrangement, schedules, routines, and teaching strategies on the behaviors of children.</p>	<p>English Language Arts 1, 2, 3, 4</p>

FCCLA CONNECTION

Career Connection

Access Skills for Career Success

Families First

Meet the Challenge

Leaders at Work

Early Childhood, Education and Services

Star Events

Focus on Children
Illustrated Talk

Child Development

COMPREHENSIVE STANDARD:

CHD 2 Integrate knowledge, skills, and practices required for careers in early childhood, education and services.

CONTENT STANDARD:

CHD 2.8 Analyze classroom management techniques for infants, toddlers, preschools, and school-age children.

Some Suggestions for Instructional and Assessment Strategies
<ul style="list-style-type: none">• Visit an elementary classroom. Use a checklist to determine classroom management techniques.• Cite several examples of mistaken behavior.• Prepare a scale drawing of appropriate classroom arrangement given a predetermined list of centers and equipment.• Using case studies, determine if a child in a given scenario is misbehaving, challenging, or simply exhibiting developmentally expected behaviors.

Adolescent Development

Adolescence is a time of transition from childhood to adulthood. Students in Family and Consumer Sciences courses can gain perspective on the transitions that occur in this stage of life and learn skills to accomplish these transitions successfully. The choices and decisions that are made during this phase of life can expand or diminish the opportunities achieved throughout the life span.

Through the standards in Adolescent Development, students will develop knowledge and skills in:

- examining the physical, intellectual, emotional, and social changes during adolescence.
- examining various roles and responsibilities of the adolescent.
- analyzing the interrelationship among family, peers, school, and community as they influence adolescent development.
- analyzing conditions that influence adolescent sexuality and behavior.
- evaluating strategies to address the challenges faced in adolescence.
- using community-based services that assist adolescents.

As it is recognized that adolescents need programs and services to maintain their academic success, encourage their exploration of careers and talents, and intervene when poor decisions have been made or poor habits have been developed; there will be an increasing number of opportunities for people who are interested in working with adolescents. Students can begin to explore these opportunities and assess their interests to work in one of the many professions that require a person to like and understand adolescents. With knowledge of adolescent development and advanced education, the career opportunities range from teaching, to medicine, psychology, and social services. With our increased knowledge of the importance of a person's adolescence, the career opportunities will continue to exist in our communities for well-prepared professionals who are concerned with adolescent development.

Adolescent Development

COMPREHENSIVE STANDARD:

ADL 1 Identify and analyze factors that affect adolescent growth and development.

CONTENT STANDARDS:

- ADL 1.1 Examine physical, intellectual, emotional, and social changes of early, middle, and late adolescence.
- ADL 1.2 Analyze interrelationships among family, peers, school, and community as they influence adolescent development.
- ADL 1.3 Examine various roles and responsibilities of the adolescent related to diverse individual and family characteristics.
- ADL 1.4 Analyze conditions that influence adolescent sexuality and behavior.
- ADL 1.5 Evaluate strategies used to address challenges faced in adolescence.
- ADL 1.6 Explore community-based support services that assist adolescents.
- ADL 1.7 Evaluate interest, identify, and explore career opportunities related to supporting positive adolescent development.

Adolescent Development

COMPREHENSIVE STANDARD:

ADL 1 Identify and analyze factors that affect adolescent growth and development.

CONTENT STANDARD:

ADL 1.1 Examine physical, intellectual, emotional, and social changes of early, middle, and late adolescence.

Performance Indicators	Crosswalk to other Delaware Content Standards
<p>ADL 1.1.1 Define or review the developmental domains: physical intellectual, social and emotional and describe changes that occur during early, middle, and late adolescence in each.</p> <p>ADL 1.1.2 Specify developmental differences and similarities between males and females during the early, middle, and late adolescent period.</p>	<p>English Language Arts 1, 2, 3</p> <p>Health FLS (h) 2.1, FLS (m) 2.1, EH 2.4, PCH 1.1</p> <p>Physical Education C-1</p>

FCCLA CONNECTION

Families First

Family Today

Star Events

Illustrated Talk

Power of One

A Better You

Family Ties

Adolescent Development

COMPREHENSIVE STANDARD:

ADL 1 Identify and analyze factors that affect adolescent growth and development.

CONTENT STANDARD:

ADL 1.1 Examine physical, intellectual, emotional, and social changes of early, middle, and late adolescence.

Some Suggestions for Instructional and Assessment Strategies

- For each developmental domain, identify two specific changes in that area for each period of adolescence. Describe a benefit and a challenge that might result from each change.
- Chart changes in weight, height, and other physical development for both male and females during adolescence.
- Compare our lives to the lives of male and female fictional teens on television or the movies. Identify differences in the sexes by comparing what is viewed in the media.
- Interview a parent about what it was like when they were teenagers, e.g. music, clothes, school activities, family responsibilities. On paper, in two columns, compare and contrast current adolescents' interests and activities with those of parents' descriptions of when they were adolescents.
- Use case studies to identify and discuss some typical teen issues related to developmental changes.
- Discuss contributions of any of the following theorists to the development of adolescents: G. Stanley Hall, Piaget, Erikson, and Bandura.

Adolescent Development

COMPREHENSIVE STANDARD:

ADL 1 Identify and analyze factors that affect adolescent growth and development.

CONTENT STANDARD:

ADL 1.2 Analyze interrelationships among family, peers, school, and community as they influence adolescent development.

Performance Indicators	Crosswalk to other Delaware Content Standards
<p>ADL 1.2.1 Identify positive and negative effects family may have on adolescent development and behavior.</p> <p>ADL 1.2.2 Describe positive and negative effects that peers may have on adolescent development and behavior.</p> <p>ADL 1.2.3 List positive and negative effects school, community, and work may have on adolescent development and behavior.</p> <p>ADL 1.2.4 Investigate the impact that the adolescent’s development changes might have on his/her family.</p>	<p>English Language Arts 1, 2, 3</p> <p>Health AOD (h/m) 3.1 EH (h) 1.3-4</p> <p>V & P Arts T-1 & 2</p> <p>Counseling P/S-A</p>

FCCLA CONNECTION

Career Connection

Integrate Work and Life

Leaders at Work

Interpersonal Skills

Dynamic Leadership

Peer Education for Leaders

Power of One

A Better You

Star Events

Illustrated Talk

Adolescent Development

COMPREHENSIVE STANDARD:

ADL 1 Identify and analyze factors that affect adolescent growth and development.

CONTENT STANDARD:

ADL 1.2 Analyze interrelationships among family, peers, school, and community as they influence adolescent development.

Some Suggestions for Instructional and Assessment Strategies

- Explain the nature of how family members interact with and socialize each other.
- Identify different types of parenting techniques and discuss how each influences adolescent behavior.
- Discuss how a variety of relationships are formed including those with peers, teachers, co-workers, etc.
- Develop a list of qualities of a good friend, and do a self-assessment of personal qualities compared to this list.
- Make a list of factors that contribute to a successful school experience.
- List community resources that contribute to adolescent development.
- Discuss the influence of peer pressure as a person gets older by making a list of ways peers pressure one another at different ages and see what pattern evolves.
- Make of list of possible conflicts in each of the following: conflicts in the family, between friends, workplace, dating, marriage; and develop a conflict prevention and management plan.

Adolescent Development

COMPREHENSIVE STANDARD:

ADL 1 Identify and analyze factors that affect adolescent growth and development.

CONTENT STANDARD:

ADL 1.3 Examine various roles and responsibilities of the adolescent related to diverse individual and family characteristics.

Performance Indicators	Crosswalk to other Delaware Content Standards
<p>ADL 1.3.1 Identify various roles and responsibilities that an adolescent might fulfill in the family.</p> <p>ADL 1.3.2 Consider ways that adolescents may be impacted by the specific characteristics of their families (e.g. ethnicity, culture, traditions, religion, etc.).</p>	<p>English Language Arts 1, 2, 3</p> <p>Business and Marketing MBSA-2</p> <p>Technology Education 3</p> <p>Counseling PIS-A</p> <p>Health EH (h) 1.1</p>

FCCLA CONNECTION

Families First

Families Today

Power of One

Family Ties

Star Events

Illustrated Talk

Adolescent Development

COMPREHENSIVE STANDARD:

ADL 1 Identify and analyze factors that affect adolescent growth and development.

CONTENT STANDARD:

ADL 1.3 Examine various roles and responsibilities of the adolescent related to diverse individual and family characteristics.

Some Suggestions for Instructional and Assessment Strategies
<ul style="list-style-type: none">• List ways that adolescents can make positive contributions to their family life.• Compare and contrast standards and behaviors expected of adolescents at home and at school.• Discuss ways role expectations change: List 5 expectations that 8 and 10-year-olds have for parents and 5 expectations parents have for children; Make similar lists of expectations between parents and adolescents of different ages, perhaps 13, 15, 19.• Assume responsibility for one or more household/family tasks on a regular basis. Assess how this impacted one's definition of self and how the family functions.

Adolescent Development

COMPREHENSIVE STANDARD:

ADL 1 Identify and analyze factors that affect adolescent growth and development.

CONTENT STANDARD:

ADL 1.4 Analyze conditions that influence adolescent sexuality and behavior.

Performance Indicators	Crosswalk to other Delaware Content Standards
<p>ADL 1.4.1 Describe different types of adolescent relationships that occur with peers such as friendship, competitive, romantic, sexual.</p> <p>ADL 1.4.2 Explain how family, friends, peers, school, and work influence sexual behavior.</p> <p>ADL 1.4.3 Identify factors that influence decision making about personal relationships, sexuality, and sexual behaviors.</p>	<p>English Language Arts 1, 2, 3</p> <p>Health FLS</p>

FCCLA CONNECTION

Community Service

- Pregnancy Prevention
- Prenatal Health Education

Student Body

- Family Health Fair
- Projects Promoting Wellness

Star Events

- Illustrated Talk

Families First

- Parent Practice

Power of One

- A Better You
- Family Ties

Adolescent Development

COMPREHENSIVE STANDARD:

ADL 1 Identify and analyze factors that affect adolescent growth and development.

CONTENT STANDARD:

ADL 1.4 Analyze conditions that influence adolescent sexuality and behavior.

Some Suggestions for Instructional and Assessment Strategies

- Define friendship, romance, infatuation, crush, acquaintance.
- Define qualities of strong friendships and how they relate to romantic relationships.
- Define sexuality. List examples of how one's physical, intellectual, emotional and social identity affects sexuality.
- Cite physical and psychological effects of alcohol, drugs, and tobacco.
- Role play situations where adolescents have to make decisions regarding choices in relation to alcohol, tobacco, and other drugs.
- List problems and anxieties adolescents face about sexuality. Discuss why this is the case.
- Select one of the following influences on sexuality: parents, brothers and sisters, peers, religious beliefs, media. Research how the influence may affect the development of an adolescent's sexuality.
- Make a list of popular songs that refer to sexual activity. Listen to the lyrics, noting the underlying messages and what would be the consequences of acting on these messages.
- Using resources, make a list of common sources of information on sexual decision making. Research the reliability of each.
- Analyze advertisements in teen magazines and determine the message they convey about sexuality.
- Role play scenarios in which a teen is being confronted with a sexual decision.
- Brainstorm purposes of relationships and dating and how each affects personal behavior.

Adolescent Development

COMPREHENSIVE STANDARD:

ADL 1 Identify and analyze factors that affect adolescent growth and development.

CONTENT STANDARD:

ADL 1.5 Evaluate strategies used to address challenges faced in adolescence.

Performance Indicators	Crosswalk to other Delaware Content Standards
<p>ADL 1.5.1 Describe strategies used to address issues faced in adolescence such as communication skills, peer monitoring, Just Say No, and conflict resolution models.</p> <p>ADL 1.5.2 Identify or review the steps of the decision making process and several decision making models which would be useful for teens to follow when faced with various challenges of growing up.</p>	<p>English Language Arts 1, 2, 3</p> <p>Health EH (m/h) 1.2, 1.4 EH (h) 1.3-4</p>

FCCLA CONNECTION

Families First

You-Me-Us

Families Today

Star Events

Illustrated Talk

Power of One

A Better You

Dynamic Leadership

Problem Solving for Leaders

Adolescent Development

COMPREHENSIVE STANDARD:

ADL 1 Identify and analyze factors that affect adolescent growth and development.

CONTENT STANDARD:

ADL 1.5 Evaluate strategies used to address challenges faced in adolescence.

Some Suggestions for Instructional and Assessment Strategies

- List ten decisions which teens might face and work through a decision making model to determine choices. Discuss the impacts of the choices and the decision.
- Address each of the following situations with ways the problem could be resolved using a specific decision making model. (A. Pet sitting for neighbor and forget to check the first 2 days, B. Camp and family vacation scheduled for the same week).
- Volunteer to be a peer mentor.
- Develop a conflict-resolution model to be used in your classroom or school.

Adolescent Development

COMPREHENSIVE STANDARD:

ADL 1 Identify and analyze factors that affect adolescent growth and development.

CONTENT STANDARD:

ADL 1.6 Explore community-based support services that assist adolescents.

Performance Indicators	Crosswalk to other Delaware Content Standards
ADL 1.6.1 Identify community-based support services designed especially for adolescents and their families.	English Language Arts 1, 2, 3
ADL 1.6.2 Describe when adolescents and/or their families might use community-based support services.	Social Studies C-4, 9-12 Health FLS 4.8, 5.5

FCCLA CONNECTION

Career Connection

Program Career Steps

Dynamic Leadership

Peer Education for Leaders

Star Events

Illustrated Talk

Adolescent Development

COMPREHENSIVE STANDARD:

ADL 1 Identify and analyze factors that affect adolescent growth and development.

CONTENT STANDARD:

ADL 1.6 Explore community-based support services that assist adolescents.

Some Suggestions for Instructional and Assessment Strategies

- Create a database of local resources that serve the needs of adolescents and their families.
- Create bookmarks or flyers for students to pick up that list support service centers and numbers.
- List specific people or services one would turn to for information and/or advice in certain situations such as learning to eat a healthy diet, deciding whether to take a job, selecting what classes to take at school.
- Interview support-service personnel to determine the goals of their service or agency.
- Use case studies to identify situations in which families might seek community-based support services for an adolescent and suggest appropriate services or agencies.

Adolescent Development

COMPREHENSIVE STANDARD:

ADL 1 Identify and analyze factors that affect adolescent growth and development.

CONTENT STANDARD:

ADL 1.7 Evaluate interest, identify, and explore career opportunities related to supporting positive adolescent development.

Performance Indicators	Crosswalk to other Delaware Content Standards
ADL 1.7.1 Investigate careers available in adolescent services.	English Language Arts 1, 2, 3
ADL 1.7.2 Describe professional behaviors related to employability in careers in adolescent services.	Counseling C-A, B
ADL 1.7.3 Determine personal interest and aptitude for a career dealing with adolescents.	Business and Marketing ABSA-2

FCCLA CONNECTION

Career Connection

- Access Skills for Career Success
- Link Up to Jobs
- Sign on to the Career Connection

Dynamic Leadership

- Character for Leaders
- Relationship for Leaders

Families First

- Meet the Challenge
- You-Me-Us

Power of One

- Working on Working

Star Events

- Career Investigation
- Job Interview

Adolescent Development

COMPREHENSIVE STANDARD:

ADL 1 Identify and analyze factors that affect adolescent growth and development.

CONTENT STANDARD:

ADL 1.7 Evaluate interest, identify, and explore career opportunities related to supporting positive adolescent development.

Some Suggestions for Instructional and Assessment Strategies

- Make a list of professionals who work with adolescents in a variety of ways such as secondary school teacher, school psychologist or school counselor, psychiatrist.
- Develop a portfolio illustrating personal skills.
- Create a database of careers with education or preparation needed for working with adolescents.
- Using Delaware Department of Labor statistics, make a list of available job opportunities in the state for persons who desire to work with adolescents.
- Interview an adolescent support professional and determine why he/she chose this career.
- Examine skills necessary for careers working with adolescents.

Adult Development and Aging

Adulthood is the longest of the developmental stages in the life span. During this phase there are many individual, family, and career transitions that occur. Adults seek opportunities for education, recreation, and programs designed to meet their age-specific needs. As the population lives longer, individuals and families experience both the positive and negative effects of a longer life.

People in our communities will need information, products, and services to assist them to meet their needs and the needs of their families during these varied transitions. People may experience health crises that cause them to need additional services. The standards in adult development and aging are designed to prepare students to help meet the needs of individuals in middle adulthood as well as later adulthood.

Through the standards in Adult Development and Aging, students will develop knowledge and skills in:

- developing positive relationships with adults.
- promoting health, safety, and those factors that contribute to a productive longer life for adults.
- knowing how adults develop in order to develop and implement appropriate programs and services to meet their needs.
- planning community-based programs that meet the diverse needs of adults and their families.
- professional practices, ethics, and standards related to working with adults.

Within our communities, there are a variety of entry level jobs and advanced career opportunities available for people who are educated and prepared to work with adults. Students can begin to explore these opportunities and assess their interests to work in one of the many professions that require a person to like and understand adults. The opportunities range from teaching adults, developing products and services that meet the needs of adults and their families, to setting policies regarding programs, services, and products available. Delaware census trends indicate that the state's population is growing older with long-time residents and those that have chosen to move here in their retirement years. With our increased knowledge of adult development and more people living longer, the career opportunities are growing in our communities for people who enjoy working with adults.

Adult Development and Aging

COMPREHENSIVE STANDARD:

ADA 1 Analyze factors that impact adult development and aging.

CONTENT STANDARDS:

- ADA 1.1 Investigate the physical, intellectual, emotional, and social characteristics of individuals from adulthood through old age.
- ADA 1.2 Identify factors that contribute to a productive and longer life.
- ADA 1.3 Evaluate the needs of men and women created by the process of aging.
- ADA 1.4 Compare and contrast aspirations and needs of adolescents and older adults.
- ADA 1.5 Demonstrate ways to respond to the needs of aging people in the community.

COMPREHENSIVE STANDARD:

ADA 2 Integrate knowledge, skills, and practices, required for careers assisting adults from maturity through old age.

CONTENT STANDARDS:

- ADA 2.1 Investigate multiple life roles and responsibilities of individuals from adulthood through old age.
- ADA 2.2 Examine community resources available for the aging population.
- ADA 2.3 Apply knowledge of diverse adult needs to make decisions utilizing personal and community resources.
- ADA 2.4 Evaluate interest, identify, and explore career opportunities for working with aging adults.
- ADA 2.5 Demonstrate professional behaviors, skills, and knowledge for employability in careers with an aging population.

Adult Development and Aging

COMPREHENSIVE STANDARD:

ADA 1 Analyze factors that impact adult development and aging.

CONTENT STANDARD:

ADA 1.1 Investigate the physical, intellectual, emotional, and social characteristics of individuals from adulthood through old age.

Performance Indicators	Crosswalk to other Delaware Content Standards
<p>ADA 1.1.1 Examine major theories of human development as applied to adulthood through old age.</p> <p>ADA 1.1.2 Define or review the developmental domains: physical, intellectual, emotional, and social.</p> <p>ADA 1.1.3 Describe the changes in males and females that occur in adulthood through old age.</p>	<p>English Language Arts 1, 2, 3</p> <p>Technology Education 3</p> <p>Health FLS 1</p> <p>Physical Education C-1, C-4</p>

FCCLA CONNECTION

Leaders at Work

Family and Consumer Science Education

Power of One

A Better You

Star Events

Chapter Showcase

Illustrated Talk

Adult Development and Aging

COMPREHENSIVE STANDARD:

ADA 1 Analyze factors that impact adult development and aging.

CONTENT STANDARD:

ADA 1.1 Investigate the physical, intellectual, emotional, and social characteristics of individuals from adulthood through old age.

Some Suggestions for Instructional and Assessment Strategies

- List physical, intellectual, emotional, and social characteristics of individuals through the adult years.
- Compare two or three major theories of development such as those of Erikson and Piaget.
- Compare and contrast the needs of young, midlife, and older adults. Explain how the similarities and differences impact the overall development and lives of adults.
- Interview persons of each of the decades; 30 through 80 to identify needs, goals, and plans for the future.
- View the film *Fried Green Tomatoes* (available in video stores). Discuss how the characteristics and needs of the characters change as they age.

Adult Development and Aging

COMPREHENSIVE STANDARD:

ADA 1 Analyze factors that impact adult development and aging.

CONTENT STANDARD:

ADA 1.2 Identify factors that contribute to a productive and longer life.

Performance Indicators	Crosswalk to other Delaware Content Standards
<p>ADA 1.2.1 Investigate factors that contribute to a healthy and productive lifestyle.</p> <p>ADA 1.2.2 Explain changes that are part of the normal aging and developmental process and are not part of a “disease state.”</p> <p>ADA 1.2.3 Recognize lifestyle decisions that contribute to quality of life during adulthood and old age.</p>	<p>English Language Arts 1, 2, 3</p> <p>Science 6</p> <p>Business and Marketing MBSA 4</p> <p>Technology Education 1</p> <p>Health AOD, TOB, FLS (all)</p> <p>Physical Education C-1, C-5</p>

FCCLA CONNECTION

Families First

Families Today

Power of One

Take the Lead

Leaders at Work

Family Science Education

Star Events

Chapter Showcase
Illustrated Talk

Adult Development and Aging

COMPREHENSIVE STANDARD:

ADA 1 Analyze factors that impact adult development and aging.

CONTENT STANDARD:

ADA 1.2 Identify factors that contribute to a productive and longer life.

Some Suggestions for Instructional and Assessment Strategies

- List factors that contribute to a healthy, productive lifestyle; suggest ways to achieve a healthy productive lifestyle.
- Design a brochure to inform others of the results of research on lifestyle choices and on the quality of life for adults.
- Identify the nutritional needs of older persons.
- Identify and discuss the consequences of lifestyle choices (drug, alcohol, smoking, exercise) that contribute to the quality of life for adults as they age.
- Interview adults ages 40-80 to determine their satisfaction with life choices.
- Study demographic reports, from insurance company or census, to compare life expectancy data for each decade in the past 50 years. Suggest reasons for changes.
- Identify agencies and/or centers that provide activities for adults who are young, mid-life, or old-aged.

Adult Development and Aging

COMPREHENSIVE STANDARD:

ADA 1 Analyze factors that impact adult development and aging.

CONTENT STANDARD:

ADA 1.3 Evaluate the needs of men and women created by the process of aging.

Performance Indicators	Crosswalk to other Delaware Content Standards
<p>ADA 1.3.1 Describe the different needs of men and women as they age, including but not limited to physical, intellectual, emotional, social, and financial.</p> <p>ADA 1.3.2 Identify and describe programs that meet both the common and gender-specific needs of men and women as they age.</p>	<p>English Language Arts 1, 2, 3, 4</p> <p>Science 6</p> <p>Technology Education 5</p> <p>Counseling P/S-A</p> <p>Health FLS</p> <p>Physical Education C-1, C-5</p>

FCCLA CONNECTION

Families First

Meet the Challenge

Leaders at Work

Family and Consumer Science Education

Financial Fitness

Financing your Future

Star Events

Chapter Showcase

Illustrated Talk

Adult Development and Aging

COMPREHENSIVE STANDARD:

ADA 1 Analyze factors that impact adult development and aging.

CONTENT STANDARD:

ADA 1.3 Evaluate the needs of men and women created by the process of aging.

Some Suggestions for Instructional and Assessment Strategies

- Review or define the following terms: needs, wants, values, goals, and resources and discuss how they change over the life span.
- Explain the characteristics and effects of aging processes such as menopause, loss of physical abilities, and other similar events for adults.
- View or read *On Golden Pond* and identify examples of needs that are specific to males and females.
- Visit one of more programs serving older people to assess how they meet needs which are common to most aging persons and those which are gender specific.
- Interview older people of both sexes to better understand their needs.
- Design a program that meets the needs of each gender at a given time between middle adulthood and old age.

Adult Development and Aging

COMPREHENSIVE STANDARD:

ADA 1 Analyze factors that impact adult development and aging.

CONTENT STANDARD:

ADA 1.4 Compare and contrast aspirations and needs of adolescents and older adults.

Performance Indicators	Crosswalk to other Delaware Content Standards
ADA 1.4.1 Contrast common adolescent needs, aspirations, perceptions, and stereotypes with those of older adults.	English Language Arts 1, 2, 3, 4 Health FLS 2.1

FCCLA CONNECTION

Families First

You-Me-Us

Power of One

Family Ties

Star Events

Illustrated Talk

Adult Development and Aging

COMPREHENSIVE STANDARD:

ADA 1 Analyze factors that impact adult development and aging.

CONTENT STANDARD:

ADA 1.4 Compare and contrast aspirations and needs of adolescents and older adults.

Some Suggestions for Instructional and Assessment Strategies

- Review or define the following terms: adolescent development, adult development, aspirations, peer pressure, stereotypes, intergenerational, intragenerational.
- Give examples of activities, settings, or situations that are intergenerational and intragenerational.
- Develop an activity to enhance intergenerational relationships.
- Evaluate the impact of stereotyping behavior or intergenerational relationships.
- Create a poster that shows needs of teens versus needs of the aged and compare the similarities and differences.
- Describe common stereotypes and peer pressure as they relate to adolescents and older adults.

Adult Development and Aging

COMPREHENSIVE STANDARD:

ADA 1 Analyze factors that impact adult development and aging.

CONTENT STANDARD:

ADA 1.5 Demonstrate ways to respond to the needs of aging people in the community.

Performance Indicators	Crosswalk to other Delaware Content Standards
ADA 1.5.1 Define or review the needs of older adults.	English Language Arts 1, 2, 3
ADA 1.5.2 Recognize and respond appropriately to the needs of older adults.	Business and Marketing MEA 1 Technology Education 3, 4

FCCLA CONNECTION

Career Connection

- Program Career Steps
- Access Skills for Career Success

Community Service

- Projects that promote and support volunteerism

Dynamic Leadership

- Problem Solving

Power of One

- A Better You
- Take the Lead

Star Events

- Chapter Service Project
- Skills for Life

FACTS

- Community Traffic Safety Projects

Adult Development and Aging

COMPREHENSIVE STANDARD:

ADA 1 Analyze factors that impact adult development and aging.

CONTENT STANDARD:

ADA 1.5 Demonstrate ways to respond to the needs of aging people in the community.

Some Suggestions for Instructional and Assessment Strategies

- Describe businesses, agencies, or services designed to cater to the needs of aging people.
- List the specific resources available for aging people in the community.
- Using a scenario, develop a plan to respond to given needs of aging people in the community.
- Prepare a list of strategies that a person can use to accommodate older people's needs during interactions with them.
- Identify locations and/or businesses within your community frequented by older people. Describe how these locations and/or business have accommodations for the common needs of older people.

Adult Development and Aging

COMPREHENSIVE STANDARD:

ADA 2 Integrate knowledge, skills, and practices required for careers assisting adults from maturity through old age.

CONTENT STANDARD:

ADA 2.1 Investigate multiple life roles and responsibilities of individuals from adulthood through old age.

Performance Indicators	Crosswalk to other Delaware Content Standards
<p>ADA 2.1.1 Identify changing roles and responsibilities of individuals throughout adulthood.</p> <p>ADA 2.1.2 Explore ways to achieve a balance between multiple roles and responsibilities during adulthood and old age.</p>	<p>English Language Arts 1, 2, 3</p> <p>Business and Marketing MBSA 4</p> <p>Technology Education 3</p>

FCCLA CONNECTION

Families First

Families Today

Star Events

Chapter Showcase

Power of One

A Better You

Balancing Family and

Career

Adult Development and Aging

COMPREHENSIVE STANDARD:

ADA 2 Integrate knowledge, skills, and practices required for careers assisting adults from maturity through old age.

CONTENT STANDARD:

ADA 2.1 Investigate multiple life roles and responsibilities of individuals from adulthood through old age.

Some Suggestions for Instructional and Assessment Strategies

- Review or define the terms “roles and responsibilities:” Discuss some roles and responsibilities that are specific to adults and older people.
- Prepare a timeline or chart depicting how adult roles and responsibilities change through adulthood to old age.
- Explain multiple life roles and responsibilities.
- Write a letter to a great grandchild explaining what has been accomplished throughout life. Include roles, responsibilities in the areas of family, community, education, and work.
- Identify family customs, practices, traditions that have been developed and/or promoted by adults in a family. Describe the roles and responsibilities various family members have assumed as they continue through the life course.
- Describe life course events that impact roles and responsibilities from adulthood through old age.

Adult Development and Aging

COMPREHENSIVE STANDARD:

ADA 2 Integrate knowledge, skills, and practices required for careers assisting adults from maturity through old age.

CONTENT STANDARD:

ADA 2.2 Examine community resources available for the aging population.

Performance Indicators	Crosswalk to other Delaware Content Standards
<p>ADA 2.3.1 Identify community businesses, agencies, and services available for the aging population.</p>	<p>English Language Arts 1, 2, 3</p> <p>Social Studies E-1</p> <p>Business and Marketing MEA 1, 4</p> <p>Technology Education 3</p>

FCCLA CONNECTION

Families First

Meet the Challenge

Star Events

Chapter Showcase

Illustrated Talk

Power of One

Take the Lead

Adult Development and Aging

COMPREHENSIVE STANDARD:

ADA 2 Integrate knowledge, skills, and practices required for careers assisting adults from maturity through old age.

CONTENT STANDARD:

ADA 2.2 Examine community resources available for the aging population.

Some Suggestions for Instructional and Assessment Strategies

- Name several methods of locating information pertaining to community resources available for the aging population such as the Internet, newspaper, and state services, and various support groups.
- Develop an oral report for class presentation on one community resource.
- Spend an afternoon at one of the following: nursing home, senior center, meals-on-wheels program. Write a journal entry describing the observation and the experience.

Adult Development and Aging

COMPREHENSIVE STANDARD:

ADA 2 Integrate knowledge, skills, and practices required for careers assisting adults from maturity through old age.

CONTENT STANDARD:

ADA 2.3 Apply knowledge of diverse adult needs to make decisions utilizing personal and community resources.

Performance Indicators	Crosswalk to other Delaware Content Standards
<p>ADA 2.3.1 Identify or review physical, intellectual, emotional, and social characteristics and needs of individuals from adulthood through old age.</p> <p>ADA 2.3.2 Identify or review personal, family, and community resources.</p> <p>ADA 2.3.3 Outline specific considerations and expectations that may guide an individual or family’s decision related to use of personal, family, and community resources.</p>	<p>English Language Arts 1, 2, 3</p> <p>Social Studies C-4</p> <p>Business and Marketing Bta 1</p> <p>Technology Education 3, 4, 5</p>

FCCLA CONNECTION

Dynamic Leadership

Problem Solving for Leaders

Power of One

Speak Out for FCCLA

Star Events

Chapter Showcase

Illustrated Talk

Adult Development and Aging

COMPREHENSIVE STANDARD:

ADA 2 Integrate knowledge, skills, and practices required for careers assisting adults from maturity through old age.

CONTENT STANDARD:

ADA 2.3 Apply knowledge of diverse adult needs to make decisions utilizing personal and community resources.

Some Suggestions for Instructional and Assessment Strategies
<ul style="list-style-type: none">• Given a scenario, develop a plan to meet specific needs of individual adults.• Determine which adult needs are met by community resources, as well as those resources that are inadequate or unavailable.• Analyze cost/benefit factors of specific decisions related to using personal or community resources (e.g. purchase a book or borrow one from the local library, utilize community parks and exercise trails or purchase a gym membership, do household tasks or use housekeeping services, mow own lawn or hire the neighbor teen, etc.).

Adult Development and Aging

COMPREHENSIVE STANDARD:

ADA 2 Integrate knowledge, skills, and practices required for careers assisting adults from maturity through old age.

CONTENT STANDARD:

ADA 2.4 Evaluate interest, identify, and explore career opportunities for working with aging adults.

Performance Indicators	Crosswalk to other Delaware Content Standards
<p>ADA 2.4.1 Investigate careers available for working with older adults.</p> <p>ADA 2.4.2 Describe professional behaviors related to employability in careers related to aging adults.</p> <p>ADA 2.3.3 Determine personal interest and aptitudes for a career related to working with aging adults.</p>	<p>English Language Arts 1, 2, 3</p> <p>Counseling C-A, C</p> <p>Business and Marketing MBSA-2</p>

FCCLA CONNECTION

Career Connection

- Sign on to the Career Connection Program Career Steps
- Integrate Work and Life

Power of One

- Working on Working

Star Events

- Job Interview
- Entrepreneurship
- Career Investigation

Adult Development and Aging

COMPREHENSIVE STANDARD:

ADA 2 Integrate knowledge, skills, and practices required for careers assisting adults from maturity through old age.

CONTENT STANDARD:

ADA 2.4 Evaluate interest, identify, and explore career opportunities for working with aging adults.

Some Suggestions for Instructional and Assessment Strategies

- Determine availability of career opportunities related to interest and abilities in working with adults and aging people.
- Investigate educational requirements for specific careers related to the diverse needs of adults, such as therapist, dietician, healthcare professional, psychologist, and others.
- Explore possible career choices through participation in field experiences, job shadowing, career fairs, guest speakers, and other career exploratory activities.
- Visit various programs serving aging adults to evaluate career opportunities.
- Assess personal interest, skills, and aptitudes to determine whether a career in this area would be interest.
- Using Department of Labor statistics, make a list of job opportunities for those who want to work with adults of varying ages.
- Use *Occupational Outlook Handbook* to write about career opportunities working with adults and elderly people. Describe the preparation and education required for these positions.

Adult Development and Aging

COMPREHENSIVE STANDARD:

ADA 2 Integrate knowledge, skills, and practices required for careers assisting adults from maturity through old age.

CONTENT STANDARD:

ADA 2.5 Demonstrate professional behaviors, skills, and knowledge for employability in careers with an aging population.

Performance Indicators	Crosswalk to other Delaware Content Standards
<p>ADA 2.5.1 Identify and practice professional behaviors and skills related to employability in careers working with aging adults, such as confidentiality, teamwork, personal hygiene, and professional attire.</p> <p>ADA 2.5.2 Identify the essential knowledge required to prepare one for work with aging adults.</p>	<p>English Language Arts 1, 2, 3</p> <p>Business and Marketing Mea 5</p> <p>Technology Education 3</p> <p>Counseling C-B, C</p>

FCCLA CONNECTION

Career Connection

Link Up to Jobs

Power of One

Take the Lead

Star Events

Illustrated Talk

Career Investigation

Adult Development and Aging

COMPREHENSIVE STANDARD:

ADA 2 Integrate knowledge, skills, and practices required for careers assisting adults from maturity through old age.

CONTENT STANDARD:

ADA 2.5 Demonstrate professional behaviors, skills, and knowledge for employability in careers with an aging population.

<p style="text-align: center;">Some Suggestions for Instructional and Assessment Strategies</p>
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| <ul style="list-style-type: none">• Demonstrate examples of professional behaviors through role-playing.• Demonstrate skills related to employability with aging adults.• Apply knowledge of the aging population to employment situations by evaluation of case studies and scenarios.• Listen to guest speakers from various agencies serving aging adults.• Examine research and scholarly work in gerontology studies. |
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Food, Nutrition, and Wellness

Insatiable interest in food, nutrition, and wellness related issues has developed at a phenomenal rate in our country. Food has become easily available in an assortment of restaurants and a wide variety of retail outlets. Adolescents are not only making food choices for themselves, they are also making choices for their family. Consumers are presented with a plethora of diets and exercise programs to be followed. Personal nutrition counselors and trainers are available. There is a separate cooking network on television and even surgical procedures to “slim and trim the body. At the same time; our population is dealing with widespread malnutrition, disordered eating behaviors, and a host of other nutrition and wellness related concerns.

With increasing technology, we have a better understanding of nutrition and wellness and their impact on health. The standards in this area of study are concerned with nutrition and wellness across the life span, which has been one of the basic human needs that has been addressed in Family and Consumer Science programs since the inception of the profession.

Through the standards in Food, Nutrition, and Wellness; students will develop knowledge and skills in:

- analyzing factors that influence dietary and wellness practices across the life span.
- evaluating the nutritional needs of individuals and families across the life span.
- acquiring, handling, and preparing foods to meet nutrition and wellness needs of individuals and families.
- handling food safely.

There are a variety of entry level jobs and advanced career opportunities around the world for people educated and prepared to work in the areas of food preparation, food manufacturing, nutrition, and wellness. Students can begin to explore these opportunities and assess their interests to work in one of the many professions in the area of food, nutrition, and wellness. The opportunities range from preparing foods in any of the many eateries to setting policies regarding food safety, production, and marketing. Nutrition and wellness is critical to the individual's quality of life. There will continue to be many career opportunities in this area.

Food, Nutrition, and Wellness

COMPREHENSIVE STANDARD:

FNW 1 Demonstrate nutrition and wellness practices that enhance individual and family well-being.

CONTENT STANDARDS:

- FNW 1.1 Analyze factors that influence dietary and wellness practices across the life span.
- FNW 1.2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span.
- FNW 1.3 Demonstrate ability to acquire, handle, and prepare foods to meet nutrition and wellness needs of individuals and families across the life span.
- FNW 1.4 Evaluate factors that affect food safety, from production through consumption.
- FNW 1.5 Evaluate the impact of science and technology on food composition, safety, and related issues.

COMPREHENSIVE STANDARD:

FNW 2 Integrate knowledge, skills, and practices required for careers in:

- Food production
- Food distribution
- Food services
- Food science
- Nutrition
- Dietetics
- Hospitality, tourism, and recreation

CONTENT STANDARDS:

- FNW 2.1 Evaluate interest, identify, and explore career opportunities in food, nutrition, and wellness.
- FNW 2.2 Demonstrate the principles of nutrition and food preparation to meet customer/client needs.
- FNW 2.3 Demonstrate the use of current technology as it relates to the food and hospitality industries.
- FNW 2.4 Demonstrate skills, practices, and management principles to related careers.
- FNW 2.5 Demonstrate the selection, use, and maintenance of equipment required within the industries.
- FNW 2.6 Demonstrate procedures applied to safety, sanitation, security, and environmental issues.
- FNW 2.7 Apply concepts of service to meet customer/client needs.

Food, Nutrition, and Wellness

COMPREHENSIVE STANDARD:

FNW 1 Demonstrate nutrition and wellness practices that enhance individual and family well-being.

CONTENT STANDARD:

FNW 1.1 Analyze factors that influence dietary and wellness practices across the life span.

Performance Indicators	Crosswalk to other Delaware Content Standards
<p>FNW 1.1.1 Examine physical, intellectual, emotional, and social influences on individual and family wellness.</p> <p>FNW 1.1.2 Identify strategies for maintaining wellness throughout the life span.</p> <p>FNW 1.1.3 Determine major influences on family dietary practices such as culture, economic level, time, preferences, and health concerns; such as weight management, allergies, diabetes, etc.</p>	<p>English Language Arts 1, 2, 3</p> <p>Social Studies E-1</p> <p>Agriscience FST (h) 3</p> <p>Health Nut 3, 4</p> <p>Physical Education 1</p>

FCCLA CONNECTION

Power of One

Family Today

Star Events

Applied Technology

Illustrated Talk

Student Body

Projects that explore psychological, cultural, and social influences related to food choice

Food, Nutrition, and Wellness

COMPREHENSIVE STANDARD:

FNW 1 Demonstrate nutrition and wellness practices that enhance individual and family well-being.

CONTENT STANDARD:

FNW 1.1 Analyze factors that influence dietary and wellness practices across the life span.

Some Suggestions for Instructional and Assessment Strategies

- List factors that influence dietary needs and choices of a family.
- Compare and contrast factors that impact food choices and other nutrition practices such as psychological, cultural, technological, economic, and environmental.
- Examine legislation and regulations related to nutrition and wellness issues.
- Develop a classroom bulletin board on health trivia; each few days post a new question and answer.
- Define wellness and discuss the importance of wellness and family well-being.
- Prepare posters of preventative health care suggestions and display in the school.
- Invite a health care professional, such as a school nurse to discuss preventative health care.
- Invite a pharmacist to discuss “over the counter” versus prescription drugs that can be used to treat common ailments.
- Develop a personal record of the contact information for your health care professional: name, address, telephone, e-mail, fax number and hours open.
- Investigate common food allergies and their possible impact on nutrition and wellness (infant allergic to milk, teen allergic to wheat).
- In small groups, develop a list of factors that influence what you eat. With a partner, discuss what influences your selection of favorite foods.
- Role play situations in which adolescents are influenced to make food choices.
- Interview three people about family food habits: eating patterns, favorite foods, family traditions and where the family eats. Write a report on how family influences food choices.
- Interview grandparents, elders and/or a person from another country to discuss how religion, ethnic background or place of settlement influences family food choices.
- Research food allergies.
- Report on native fruits, vegetables, and grains of a particular culture.
- Discuss factors that influence a family’s food budget.

Food, Nutrition, and Wellness

COMPREHENSIVE STANDARD:

FNW 1 Demonstrate nutrition and wellness practices that enhance individual and family well-being.

CONTENT STANDARD:

FNW 1.2 Evaluate the nutritional needs of individual and families in relation to health and wellness across the life span.

Performance Indicators	Crosswalk to other Delaware Content Standards
<p>FNW 1.2.1 Identify and describe nutrients essential for good health: carbohydrates, proteins, fats, minerals, vitamins, including folic acid, and water.</p> <p>FNW 1.2.2 Use reliable resources to guide food choices: The Food Guide Pyramid, Dietary Guidelines for Americans, and others.</p> <p>FNW 1.2.3 Apply standard food and nutrition information to create a healthy diet plan for pregnant women and infants, children and teens, adults, senior citizens, athletes, vegetarians.</p>	<p>English Language 1, 2, 3</p> <p>Health Nut 1, 2, 4</p> <p>Physical Education 1</p>

FCCLA CONNECTION

Student Body

Nutrition-related education projects to promote a healthy lifestyle

Power of One

A Better You

Star Events

Illustrated Talk

Food, Nutrition, and Wellness

COMPREHENSIVE STANDARD:

FNW 1 Demonstrate nutrition and wellness practices that enhance individual and family well-being.

CONTENT STANDARD:

FNW 1.2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span.

Some Suggestions for Instructional and Assessment Strategies

- List and describe dietary needs of individuals and families throughout the life cycle.
- Identify the effect of nutrients on one's appearance and peak performance.
- Describe the impact of diet fads, food addiction, and eating disorders on wellness.
- Research the relationship of nutrition and wellness to individual and family health throughout the life span.
- Plan a week's menu guide for a various families, such as pregnant woman, family of four with two toddlers or, a single senior woman. Develop a scoring rubric to evaluate each menu.
- Modify favorite family recipes to meet dietary guidelines and/or restrictions such as reducing the fat or sodium in a recipe.
- Invite a nutritionist to present facts and fallacies about vegetarian diets. Compare a teens' self-developed vegetarian diet to established guidelines.
- List nutrients and good sources for these in a diet.
- Visit Meals on Wheels and assess the menu choices designed to meet the various needs of the clientele.
- List ten foods for snacking that are nutrient dense.
- Invent a low fat, low sugar dessert.
- Using the Internet, review summaries of latest research concerning folic acid. Prepare a community service project by developing a poster on the health benefits of folic acid.
- In small groups prepare a "deck of cards" with nutrition tips and other frequently asked questions, such as good food sources of folic acid and what it does. Randomly distribute to students and teachers.

Food, Nutrition, and Wellness

COMPREHENSIVE STANDARD:

FNW 1 Demonstrate nutrition and wellness practices that enhance individual and family well-being.

CONTENT STANDARD:

FNW 1.3 Demonstrate ability to acquire, handle, and prepare foods to meet the nutritional and wellness needs of individuals and families across the lifespan.

Performance Indicators	Crosswalk to other Delaware Content Standards
<p>FNW 1.3.1 Utilize established dietary guidelines in planning to meet nutritional and wellness needs.</p>	<p>English Language 1, 2, 3</p>
<p>FNW 1.3.2 Determine the information and resources needed to make responsible consumer decisions in the acquisition of food.</p>	<p>Mathematics 1, 4</p>
<p>FNW 1.3.3 Identify the steps in bringing food from production through consumption.</p>	<p>Agriscience FST – (h) 1, 2, 3</p>
<p>FNW 1.3.4 Design strategies that meet the health and nutritional requirements of individuals and families at specific points in the life span (for example: pregnancy, teen, elderly)</p>	<p>Business and Marketing MBSA 4</p>
<p>FNW 1.3.5 Demonstrate the skills needed to plan and prepare nutritious and esthetically pleasing foods.</p>	<p>Health Nut 1</p> <p>Physical Education 5</p>

FCCLA CONNECTION

Student Body

Projects to Develop Nutritious Menus

Star Events

Applied Technology
Entrepreneurship

Leaders at Work

Food Production and Service
Careers

Food, Nutrition, and Wellness

COMPREHENSIVE STANDARD:

FNW 1 Demonstrate nutrition and wellness practices that enhance individual and family well-being.

CONTENT STANDARD:

FNW 1.3 Demonstrate ability to acquire, handle, and prepare foods to meet the nutritional and wellness needs of individuals and families across the lifespan.

Some Suggestions for Instructional and Assessment Strategies

- Using a case study, suggest a food shopping strategy for a family.
- Study food labels to determine nutritional values, calories, recommended serving size, etc.
- Record food intake for a week and compare it with the age-appropriate dietary guidelines. Recommend improvements for better nutrition and health.
- List possible reasons dieters fail.
- Compare food brands: calculate unit pricing and identify freshness dating.
- List advantages and disadvantages of serving styles (for examples: family, plate, head-of-table, buffet).
- Prepare a variety of nutritious foods. Evaluate them on cost, time to prepare, nutritional benefits, and esthetics.
- Demonstrate the care and use of utensils.
- Develop a kitchen safety checklist.
- Create a food safety brochure.
- For each step from production through consumption, describe how to maintain the nutritional value of food.

Food, Nutrition, and Wellness

COMPREHENSIVE STANDARD:

FNW 1 Demonstrate nutrition and wellness practices that enhance individual and family well-being.

CONTENT STANDARD:

FNW 1.4 Evaluate factors that affect food safety, from production through consumption.

Performance Indicators	Crosswalk to other Delaware Content Standards
<p>FNW 1.4.1 Determine conditions and practices that promote safe food handling, prevent food-borne illness, and preserve food quality.</p> <p>FNW 1.4.2 Identify regulations, conditions, storage, and preparation practices that promote safe food handling, prevent food-borne illness, and preserve food quality.</p>	<p>English Language 1, 2, 3</p> <p>Science 6</p> <p>Agriscience FST (h) 1, 2, 3, 4 (m) 2</p> <p>Health Nut 5</p>

FCCLA CONNECTION

Student Body

- Food Marketing Education Projects
- Food Safety

Leaders at Work

- Food Production and Services Careers

Star Events

- Applied Technology
- Food Service

Food, Nutrition, and Wellness

COMPREHENSIVE STANDARD:

FNW 1 Demonstrate nutrition and wellness practices that enhance individual and family well-being.

CONTENT STANDARD:

FNW 1.4 Evaluate factors that affect food safety, from production through consumption.

Some Suggestions for Instructional and Assessment Strategies

- Using a black light and glo-germ, evaluate hand washing techniques.
- Explain food safety and sanitation practices from production through the consumption of food.
- List Federal, state, and local inspection and labeling systems that protect the health of individuals.
- Interview the manager of a produce, deli, or the meat department from a grocery store to learn of food-handling practices used in their work.
- Identify practices to use at home that will ensure food safety and quality.
- Conduct a demonstration of handling and preparation techniques to promote safe, top-quality food products.
- Observe, record, and explain the steps that a family's food shopper follows to: a) prepare for shopping, b) shop, and c) store purchased foods at home.
- Research bacteria that generally cause food-borne illnesses.
- Using a food storage chart, indicate when food purchased this week would need to be consumed to ensure it is safe to eat and of good quality.
- Discuss how cross-contamination occurs and how it can be prevented.
- Describe the proper storage procedures and recommend storage times for refrigerator, freezer, and dry storage for most foods.
- Describe methods to hold hot foods and leftovers in safe and sanitary condition.

Food, Nutrition, and Wellness

COMPREHENSIVE STANDARD:

FNW 1 Demonstrate nutrition and wellness practices that enhance individual and family well-being.

CONTENT STANDARD:

FNW 1.5 Evaluate the impact of science and technology on food consumption, safety, and related issues.

Performance Indicators	Crosswalk to other Delaware Content Standards
<p>FNW 1.5.1 Determine how scientific and technical advances impact the nutrient content, availability, and safety of food.</p> <p>FNW 1.5.2 Describe the impact of technological advances on selection, preparation, and home storage of food.</p> <p>FNW 1.5.3 Determine how scientific and technological advances in food processing, food storage, product development, and food distribution affect nutrition and wellness.</p>	<p>English Language 1, 2, 3</p> <p>Science 8</p> <p>Agriscience FST (h) 2, 3, 4</p> <p>Technology Education 1</p> <p>Health Nut 5</p>

FCCLA CONNECTION

Student Body

Food Safety Education Projects

Star Events

Applied Technology
Illustrated Talk

Leaders at Work

Food Production and
Services Careers

Food, Nutrition, and Wellness

COMPREHENSIVE STANDARD:

FNW 1 Demonstrate nutrition and wellness practices that enhance individual and family well-being.

CONTENT STANDARD:

FNW 1.5 Evaluate the impact of science and technology on food consumption, safety, and related issues.

Some Suggestions for Instructional and Assessment Strategies

- Visit a supermarket and make a list of the various forms in which a single food may be purchased (e.g. pasta, vegetables, breads). Compare availability, ease of preparation, cost, and storage needs, nutrient content and quality.
- Analyze food advertisements and infomercials for nutritional accuracy and their persuasive powers over consumers.
- Identify approved food additives and discuss their purpose and value to a family's diet.
- Read and report on scientific and technological issues in the food industry, such as irradiation of foods, special packaging which requires no refrigeration, etc.
- Locate websites that provide accurate information on diet and health.
- Watch a snack food commercial and summarize its claims.
- Research how current eating habits impact the nutrient content of one's diet.
- Investigate common food allergies and develop strategies developed to allow a person to maintain a well-balanced diet.

Food, Nutrition, and Wellness

COMPREHENSIVE STANDARD:

FNW 2 Integrate knowledge, skills, and practices required for careers in:

- **Food production**
- **Food distribution**
- **Food services**
- **Food science**
- **Dietetics**
- **Nutrition**
- **Hospitality, tourism, and recreation**

CONTENT STANDARD:

FNW 2.1 Evaluate interest, identify, and explore career opportunities in food, nutrition, and wellness.

Performance Indicators	Crosswalk to other Delaware Content Standards
<p>FNW 2.1.1 Investigate career opportunities related to food production, food distribution, food services, food science, dietetics, nutrition, hospitality, tourism, and recreation.</p> <p>FNW 2.1.2 Describe professional behaviors related to employability in careers related to food production, food distribution, food services, food science, dietetics, nutrition, hospitality, tourism and recreation.</p> <p>FNW 2.1.3 Determine personal interest and aptitudes for careers related to food production, food distribution, food services, food science, dietetics, nutrition, hospitality, tourism, and recreation.</p>	<p>English Language 1, 2, 3</p> <p>Agriscience FST (m/h) 6</p> <p>Counseling C, A-C</p> <p>Physical Education 4</p>

FCCLA CONNECTION

Career Connection

- Sign on to the Career Connection
- Program Career Step

Star Events

- Job Interview
- Entrepreneurship

Leaders at Work in Food Service

Leaders at Work

- Food Production and Services Careers

Power of One

- Working on Working

Food, Nutrition, and Wellness

COMPREHENSIVE STANDARD:

FNW 2 Integrate knowledge, skills, and practices required for careers in:

- **Food production**
- **Food distribution**
- **Food services**
- **Food science**
- **Dietetics**
- **Nutrition**
- **Hospitality, tourism, and recreation**

CONTENT STANDARD:

FNW 2.1 Evaluate interest, identify, and explore career opportunities in food, nutrition, and wellness.

Some Suggestions for Instructional and Assessment Strategies

- Research and write a report on a specific job in the local labor market and include educational requirements, job description, salary, and advancement potential.
- List career opportunities in the areas of food, nutrition, and wellness
- Examine criteria necessary for careers in food, nutrition and wellness.
- Determine the roles and functions of individuals engaged in careers in food, nutrition and wellness.
- Complete a personal job skills analysis.
- List careers that involve nutrition, food preparation, or food service and research the education and training needed for each.
- Job shadow a person who works in a food service, nutrition, or wellness position.
- Identify entry, mid, and upper level positions in food/hospitality/dietary fields. Research preparation needed, responsibilities, and availability of positions at each level in the local community.

Food, Nutrition, and Wellness

COMPREHENSIVE STANDARD:

FNW 2 Integrate knowledge, skills, and practices required for careers in:

- **Food production**
- **Dietetics**
- **Food distribution**
- **Nutrition**
- **Food services**
- **Hospitality, tourism, and recreation**
- **Food science**

CONTENT STANDARD:

FNW 2.2 Demonstrate the principles of nutrition and food preparation to meet customer/client needs.

Performance Indicators	Crosswalk to other Delaware Content Standards
<p>FNW 2.2.1 Demonstrate ability to select, store, prepare, and serve nutritious and esthetically pleasing foods.</p> <p>FNW 2.2.2 Identify food and nutritional requirements of clients based on their dietary needs.</p> <p>FNW 2.2.3 List factors that influence people’s satisfaction with food products and services (taste, eye appeal, presentation, service, style, value, etc.).</p>	<p>English Language 1, 2, 3</p> <p>Agriscience FST (m/h) 5</p> <p>Business and Marketing MEA 1, 4</p>

FCCLA CONNECTION

Career Connection

Access Skills for Career Success

Power of One

Working on Working

Leaders at Work

Food Production and Services

Food, Nutrition, and Wellness

COMPREHENSIVE STANDARD:

FNW 2 Integrate knowledge, skills, and practices required for careers in:

- **Food production**
- **Food distribution**
- **Food services**
- **Food science**
- **Dietetics**
- **Nutrition**
- **Hospitality, tourism, and recreation**

CONTENT STANDARD:

FNW 2.2 Demonstrate the principles of nutrition and food preparation to meet customer/client needs.

Some Suggestions for Instructional and Assessment Strategies

- Identify types of restaurants and discuss why they appeal to a certain clientele.
- Visit a restaurant kitchen to observe food handling and preparation practices.
- Interview a chef to learn his/her rationale when developing food products or menu choices. How does nutrition factor into decisions?
- Using a variety of fresh fruits and/or vegetables, describe characteristics to assess when purchasing these products.
- Using a scenario, describe how to store the food to maintain its safety and quality.
- Prepare a variety of foods. Evaluate them based on quality, nutrition, and aesthetic factors appropriate or that food.
- Apply the principles of menu planning to foods prepared.
- Demonstrate a buffet service and table setting protocols.
- Demonstrate a garnishing technique.
- Plan meals to have variety in color, texture, flavor, shape, size, and temperature.

Food, Nutrition, and Wellness

COMPREHENSIVE STANDARD:

FNW 2 Integrate knowledge, skills, and practices required for careers in:

- **Food production**
- **Food distribution**
- **Food services**
- **Food science**
- **Dietetics**
- **Nutrition**
- **Hospitality, tourism, and recreation**

CONTENT STANDARD:

FNW 2.3 Demonstrate the principles of nutrition and food preparation to meet customer/client needs.

Performance Indicators	Crosswalk to other Delaware Content Standards
<p>FNW 2.3.1 Describe ways that current technology impacts food and hospitality industries.</p> <p>FNW 2.3.2 Perform skills needed to operate current commercial equipment in the food and hospitality industries.</p>	<p>English Language 1, 2, 3</p> <p>Technology Education 1</p> <p>Agriscience FST (m/h) 5</p>

FCCLA CONNECTION

Leaders at Work

Food Production and
Services Careers

Star Events

Applied Technology
Entrepreneurship
Food Service

Food, Nutrition, and Wellness

COMPREHENSIVE STANDARD:

FNW 2 Integrate knowledge, skills, and practices required for careers in:

- **Food production**
- **Food distribution**
- **Food services**
- **Food science**
- **Dietetics**
- **Nutrition**
- **Hospitality, tourism, and recreation**

CONTENT STANDARD:

FNW 2.3 Demonstrate the use of current technology as it relates to the food and hospitality industries.

Some Suggestions for Instructional and Assessment Strategies
<ul style="list-style-type: none">• Select a piece of equipment used in the industry and trace its development.• Successfully use commercial equipment in the preparation of food products and meals.• Evaluate the use of technology as it applies to time management skills.• Investigate one area of food processing and preparation (e.g. baking, meat processing) and chart changes and improvements that have been made as technology has advanced.• Write a short report regarding how advancements such as microwave ovens, convection ovens, freeze-drying, cryopacking, and irradiation of food have changed food and hospitality industries.• List the desirable characteristics for interior building materials for a food service operation.

Food, Nutrition, and Wellness

COMPREHENSIVE STANDARD:

FNW 2 Integrate knowledge, skills, and practices required for careers in:

- **Food production**
- **Food distribution**
- **Food services**
- **Food science**
- **Dietetics**
- **Nutrition**
- **Hospitality, tourism, and recreation**

CONTENT STANDARD:

FNW 2.4 Demonstrate skills, practices, and management principles to related careers.

Performance Indicators	Crosswalk to other Delaware Content Standards
<p>FNW 2.4.1 Describe and exhibit communication skills essential for success in the food service industry. Include appropriate verbal and non-verbal communication.</p> <p>FNW 2.4.2 Exhibit positive work habits: ethical behavior, professional etiquette, respect for co-workers and clientele, cooperation. (See also Interpersonal Relationships 1.5).</p> <p>FNW 2.4.3 Research and describe operational systems used in the food service industry.</p>	<p>English Language 1, 2, 3</p> <p>Agriscience FST (m/h) 6</p> <p>Business and Marketing MBSA-2</p> <p>Technology Education 3</p> <p>Counseling C-B</p> <p>Health EH 3.6, 4, 2.3</p>

FCCLA CONNECTION

Leaders at Work

Food Production and Services Careers

Dynamic Leadership

Teamwork for Leaders

Star Events

Job Interview

Food, Nutrition, and Wellness

COMPREHENSIVE STANDARD:

FNW 2 Integrate knowledge, skills, and practices required for careers in:

- **Food production**
- **Food distribution**
- **Food services**
- **Food science**
- **Dietetics**
- **Nutrition**
- **Hospitality, tourism, and recreation**

CONTENT STANDARD:

FNW 2.4 Demonstrate skills, practices, and management principles to related careers.

Some Suggestions for Instructional and Assessment Strategies
<ul style="list-style-type: none">• Develop a visual presentation that could be used to educate employees about good communication skills and techniques.• Evaluate a case study or video for positive personal and professional etiquette practices.• Role play serving a meal using various communication techniques and appropriate vocabulary.• Develop a presentation on the importance of exhibiting a positive work ethic and its impact on keeping a job.• Complete activities in the classroom working as a team and as a group leader.• List operational systems used in the food service industry.• Identify resources available to people in food service industries to learn about management technologies.

Food, Nutrition, and Wellness

COMPREHENSIVE STANDARD:

FNW 2 Integrate knowledge, skills, and practices required for careers in:

- **Food production**
- **Dietetics**
- **Food distribution**
- **Nutrition**
- **Food services**
- **Hospitality, tourism, and recreation**
- **Food science**

CONTENT STANDARD:

FNW 2.5 Demonstrate the selection, use, and maintenance of equipment required within the industries.

Performance Indicators	Crosswalk to other Delaware Content Standards
<p>FNW 2.5.1 Name and identify commercial tools and equipment used in the food service industry.</p> <p>FNW 2.5.2 Demonstrate the safe and sanitary use and maintenance of food service equipment.</p>	<p>English Language 1, 2, 3</p> <p>Mathematics 5</p> <p>Technology Education 3</p>

FCCLA CONNECTION

Leaders at Work

Food Production and
Services Careers

Star Events

Applied Technology
Food Service

Food, Nutrition, and Wellness

COMPREHENSIVE STANDARD:

FNW 2 Integrate knowledge, skills, and practices required for careers in:

- **Food production**
- **Food distribution**
- **Food services**
- **Food science**
- **Dietetics**
- **Nutrition**
- **Hospitality, tourism, and recreation**

CONTENT STANDARD:

FNW 2.5 Demonstrate the selection, use, and maintenance of equipment required within the industries.

Some Suggestions for Instructional and Assessment Strategies

- Given pictures of equipment, correctly identify the pictured equipment.
- Select equipment needed to perform the required tasks of the food service establishment.
- Select equipment needed for the preparation of specific food products.
- Describe the requirements for an equipment manual.
- Describe the requirements for a machine cleaning and sanitizing program.
- Identify and describe the sanitary features for a garbage storage and disposal area and methods of solid waste management.
- Describe the requirements of a machine cleaning and sanitizing program.

Food, Nutrition, and Wellness

COMPREHENSIVE STANDARD:

FNW 2 Integrate knowledge, skills, and practices required for careers in:

- **Food production**
- **Dietetics**
- **Food distribution**
- **Nutrition**
- **Food services**
- **Hospitality, tourism, and recreation**
- **Food science**

CONTENT STANDARD:

FNW 2.6 Demonstrate procedures applied to safety, sanitation, security, and environmental issues.

Performance Indicators	Crosswalk to other Delaware Content Standards
<p>FNW 2.6.1 List factors that contribute to work place safety and personal safety in the food service industry.</p>	<p>English Language 1, 2, 3</p>
<p>FNW 2.6.2 Identify causes of food-borne illnesses and ways to avoid them.</p>	<p>Agriscience FST (h) 1, 3</p>
<p>FNW 2.6.3 Cite and explain the implications of Federal, state, local and employer sanitation and health codes applicable to various food service operations.</p>	<p>Science 6</p> <p>Technology Education 3</p>
<p>FNW 2.6.4 Demonstrate established procedures for safe waste disposal and hazard control.</p>	<p>Health EH4, 5.5, CEH 1.1</p>

FCCLA CONNECTION

Community Service

Projects to promote waste management and recycling in food production and services

Student Body

Food Safety Education Projects

Star Events

Applied Technology
Food Service
Illustrated Talk

Leaders at Work

Food Production and Service Careers

Food, Nutrition, and Wellness

COMPREHENSIVE STANDARD:

FNW 2 Integrate knowledge, skills, and practices required for careers in:

- **Food production**
- **Food distribution**
- **Food services**
- **Food science**
- **Dietetics**
- **Nutrition**
- **Hospitality, tourism, and recreation**

CONTENT STANDARD:

FNW 2.6 Demonstrate procedures applied to safety, sanitation, security, and environmental issues.

Some Suggestions for Instructional and Assessment Strategies
<ul style="list-style-type: none">● Identify first-aid procedures for accidents and injuries.● Research and report on a food-borne illness and include sources, symptoms, and prevention.● Make a chart comparing Federal, state, local, and employer sanitation requirements for at least two different types of food service operations.● Demonstrate safe and sanitary procedures for handling and storing food.● Use appropriate vocabulary when discussing sanitation.● Explain materials safety data sheets (MSDA) and chemical labeling.● Inspect production and service areas in accordance with the Delaware Department of Public Health inspection sheets.● Describe the Hazard Analysis Critical Control Point (HACCP), and its function and use in food service industry.

Food, Nutrition, and Wellness

COMPREHENSIVE STANDARD:

FNW 2 Integrate knowledge, skills, and practices required for careers in:

- **Food production**
- **Food distribution**
- **Food services**
- **Food science**
- **Dietetics**
- **Nutrition**
- **Hospitality, tourism, and recreation**

CONTENT STANDARD:

FNW 2.7 Apply concepts of service to meet customer/client needs.

Performance Indicators	Crosswalk to other Delaware Content Standards
<p>FNW 2.7.1 Explain when and why individuals and families might employ food service professionals and/or dietary professionals and what they should be able to expect from such services.</p> <p>FNW 2.7.2 Demonstrate communication skills needed for appropriate service styles in the food service and hospitality industries.</p> <p>FNW 2.7.3 Explain service styles that meet or exceed the expectations and needs of customers and clients.</p> <p>FNW 2.7.4 Demonstrate established and expected etiquette related to food service and hospitality for various occasions.</p> <p>FNW 2.7.5 Recognize the appropriate meal management plans for meal preparation and service.</p> <p>FNW 2.7.6 Recognize factors, which impact customer relations and satisfaction: cultural diversity, cost, quality, service, etc.</p>	<p>English Language 1, 2, 3</p> <p>Business and Marketing Bta 1, 4</p> <p>Mea 4</p>

FCCLA CONNECTION

Leaders at Work
Food Production

Power of One
Working on Working

Food, Nutrition, and Wellness

COMPREHENSIVE STANDARD:

FNW 2 Integrate knowledge, skills, and practices required for careers in:

- **Food production**
- **Food distribution**
- **Food services**
- **Food science**
- **Dietetics**
- **Nutrition**
- **Hospitality, tourism, and recreation**

CONTENT STANDARD:

FNW 2.7 Apply concepts of service to meet customer/client needs.

Some Suggestions for Instructional and Assessment Strategies
<ul style="list-style-type: none">• Practice appropriate table setting practices for various types of meal service functions.• Role play various service styles to meet the needs of various customers and clients.• Plan appropriate table settings and service plans for:<ul style="list-style-type: none">A banquetA buffet brunchA sit-down dinner for 200A family-style dinner for 15• Role play resolving conflict with a customer.• Role play a conversation with a client to determine his or her needs for a meal function or catering order.• Prepare table or room decorations that relate to the theme of a meal function.• Review current articles related to food service customer satisfaction surveys.

Interpersonal Relations

Adolescence is a period of major changes in personal relationships. For both parents and adolescents alike, it is a period of happiness and distress, of anxiety and excitement, of harmony and conflict and the list goes on. With peers, it is a time of new friendships, interest in the opposite sex, and dealing with peer pressure. In the community and at work, students are learning and practicing social rituals and cultural expectations. As changes in our society occur quite rapidly, these relationships take place in environments that are supportive or ones that create disaccord.

It is in a developmental contextual perspective that the comprehensive standard for Interpersonal Relations has been developed. It is designed for students to, “demonstrate skills and behavior of positive relationships in families, peer groups, school, community and the work place.” as well as identify methods to use to handle stress.

Through the standards in Interpersonal Relations, students will develop knowledge and skills in:

- analyzing relationships and their impact on individuals, in families, in communities, and in the work place.
- communication strategies that contribute to positive relationships
- using community-based services that assist individuals and families in managing a variety of challenges or crises.

There are a variety of career opportunities for people educated and prepared to assist individuals and families in developing positive relationships. Students can begin to explore these opportunities and assess their interests to help people develop positive relationships and communication skills. The opportunities range from working with young people in educational and youth development organizations, to working in situations where conflict resolution skills are critical.

Interpersonal Relations

COMPREHENSIVE STANDARD:

IPR 1 Demonstrate skills and behaviors of positive relationships in families, peer groups, school, community, and the work place.

CONTENT STANDARDS:

- IPR 1.1 Analyze various types of relationships and their impact on individuals, in families, in communities, and in the work place.
- IPR 1.2 Demonstrate behaviors that contribute to positive relationships.
- IPR 1.3 Demonstrate communication skills that contribute to positive relationships.
- IPR 1.4 Evaluate effective conflict management techniques.
- IPR 1.5 Demonstrate teamwork and leadership skills.
- IPR 1.6 Explore community-based support services that assist individuals and families to manage crisis.
- IPR 1.7 Evaluate interest, identify, and explore career opportunities that help people to develop positive interpersonal, team, and leadership skills.

Interpersonal Relations

COMPREHENSIVE STANDARD:

IPR 1 Demonstrate skills and behaviors of positive relationships in families, peer groups, school, community, and the work place.

CONTENT STANDARD:

IPR 1.1 Analyze various types of relationships and their impact on individuals in families, in communities, and in the work place.

Performance Indicators	Crosswalk to other Delaware Content Standards
<p>IPR 1.1.1 Identify various types of relationships that individuals experience: family, friends, peers, school, work, and community.</p> <p>IPR 1.1.2 Recognize the benefits of positive interpersonal relations on: family, friends, peers, school, work, and community.</p> <p>IPR 1.1.3 Describe the characteristics of a healthy relationship: mutual respect, trust, openness, reliability.</p> <p>IPR 1.1.4 Analyze conditions that influence adolescent sexuality and behavior.</p>	<p>English Language Arts 1, 2, 3</p> <p>Business and Marketing Bta 4</p> <p>Counseling P/S-A</p> <p>Health FLS (m) 1,4 EH (m) 2.1-.2</p> <p>Physical Education C-4</p> <p>World Languages Goal 4</p>

FCCLA CONNECTION

Dynamic Leadership

- Relationships for Leaders
- Conflict Management for Leaders
- Peer Education for Leaders

Power of One

- A Better You
- Family Ties
- Take the Lead

Families First

- You-Me-Us
- Families Today
- Meet the Challenge
- Balancing Family and Career

Star Events

- Interpersonal Communications
- Skills for Life
- Illustrated Talk

Interpersonal Relations

COMPREHENSIVE STANDARD:

IPR 1 Demonstrate skills and behaviors of positive relationships in families, peer groups, school, community, and the work place.

CONTENT STANDARD:

IPR 1.1 Analyze various types of relationships and their impact on individuals in families, in communities, and in the work place.

Some Suggestions for Instructional and Assessment Strategies

- Write a paragraph of the benefits of a positive relationship in the family, school, community, or the work place.
- Brainstorm the characteristics of a positive relationship and how to achieve such a relationship.
- Make a list of television programs, movies, or books that are positive examples of one or more types of relationships. Identify positive characteristics of the relationships presented.
- Look in newspapers and magazines for articles about good citizenship in the community. List the behaviors that were exhibited.
- Recall three examples of good citizenship that were observed in school during the past few weeks. Discuss consequences of good citizenships.
- Research the rights of citizenship in the United States. Prepare a poster describing these.
- In teams of two or three, perform two skits; one demonstrating positive citizenship, the other irresponsible citizenship in the following situations:
 - A. Your friend invited you to dinner to celebrate his or her birthday
 - B. You are using a public park or recreation area
- Explore how roles and responsibilities may impact relationships (e.g. parent-child, teacher-student, peer-peer, husband-wife.)
- Define the term “networking” and discuss its value in your personal, social, and work relationships.
- Discuss how mutual respect, trust, openness, and reliability contribute to positive relationships, and how these are demonstrated to others.

Interpersonal Relations

COMPREHENSIVE STANDARD:

IPR 1 Demonstrate skills and behaviors of positive relationships in families, peer groups, school, community, and the work place.

CONTENT STANDARD:

IPR 1.2 Demonstrate behaviors that contribute to positive relationships.

Performance Indicators	Crosswalk to other Delaware Content Standards
<p>IPR 1.2.1 Explain how basic human needs as defined by Maslow affect behaviors and relationships: physical, safety/security, love and acceptance, esteem, self-actualization.</p> <p>IPR 1.2.2 Discuss role expectations and personality traits and their impact on personal relationships.</p> <p>IPR 1.2.3 Explain the development of personal identify and its components.</p> <p>IPR 1.2.4 Give examples of high-risk behaviors and describe consequences to individuals, families, communities, and the workplace.</p>	<p>English Language Arts 1, 2, 3</p> <p>Counseling P/S-C</p> <p>Health EH (m) 3.1-.3, IP (h) 4.1-3, 4.5, EH (h) 3.1-.3</p> <p>Physical Education C-4, C-5</p>

FCCLA CONNECTION

Dynamic Leadership

Character for Leaders

Leaders at Work

Leadership Skills on the Job

Power of One

A Better You

Star Events

Illustrated Talk

Student Body

Self-esteem Projects

Interpersonal Relations

COMPREHENSIVE STANDARD:

IPR 1 Demonstrate skills and behaviors of positive relationships in families, peer groups, school, community, and the work place.

CONTENT STANDARD:

IPR 1.2 Demonstrate behaviors that contribute to positive relationships.

Some Suggestions for Instructional and Assessment Strategies

- Read about Maslow's hierarchy of basic human needs. Given a scenario, identify the needs that are met and unmet. Make suggestions on how to meet the unmet needs.
- Identify factors that influence the formation of self-concept and how it changes.
- Read news articles or short stories to identify the characteristics of the characters or the events in the story that assisted in developing a person's positive self-image.
- Create a skit that focuses on an adolescent who has been invited to a party, but he/she only knows the person giving the party. Suggest questions or topics to start a conversation and make new friends.
- Survey adults regarding their role expectations for a variety of relationships (parent/teen, husband/wife, student/teacher, employee/employer). Compile findings into a report.
- Discuss differences between self-image and self-esteem and how this can impact relationships.
- Give examples of positive and negative peer pressure and discuss ways in which one might respond to these.
- List the best qualities/traits of 3 people. Describe how these qualities/traits contribute to the positive relationships they have with people.
- Review current research to determine the qualities/traits that are valued most in these relationships: friend, date, parent, spouse.
- Differentiate between appropriate behaviors and sexual harassment. Discuss ways to respond to harassment.

Interpersonal Relations

COMPREHENSIVE STANDARD:

IPR 1 Demonstrate skills and behaviors of positive relationships in families, peer groups, school, community, and the work place.

CONTENT STANDARD:

IPR 1.3 Demonstrate communication skills that contribute to positive relationships.

Performance Indicators	Crosswalk to other Delaware Content Standards
<p>IPR 1.31 Identify and define essential components in each type of communications process: verbal (listening and speaking), non-verbal (actions, body language), technological (email, phone, voicemail, etc.).</p>	<p>English Language Arts 1, 2, 3</p> <p>Business and Marketing Bta 4</p>
<p>IPR 1.3.2 Demonstrate effective communication skills: verbal, non-verbal, and technological.</p>	<p>Counseling P/S-A</p>
<p>IPR 1.3.3 Assess the effect that communication skills have on interpersonal relationships.</p>	<p>Health EH (m) 3.2-.5</p>
<p>IPR 1.3.4 Identify and avoid barriers to positive communication (stereotypes, prejudices, coded messages, gender differences, and expectations).</p>	<p>Physical Education C-4</p> <p>V & P Arts V-1, T-1 & 2</p> <p>World Languages Goal 2</p>

FCCLA CONNECTION

Career Connection

- Access Skills for Career Success
- Job Interview

Dynamic Leadership

- Relationships for Leaders
- Teambuilding for Leaders

Families First

- You-Me-Us

Power of One

- A Better You
- Family Ties
- Working on Working
- Take the Lead
- Speak out for FCCLA

Interpersonal Relations

COMPREHENSIVE STANDARD:

IPR 1 Demonstrate skills and behaviors of positive relationships in families, peer groups, school, community, and the work place.

CONTENT STANDARD:

IPR 1.3 Demonstrate communication skills that contribute to positive relationships.

Some Suggestions for Instructional and Assessment Strategies

- In small groups, develop a skit demonstrating effective speaking and listening skills supported with appropriate body language. Using a check list, evaluate each group on speaking, listening, and the effects of body language.
- Examine the effects of body language on the person hearing the intended message.
- Develop a checklist of clues that will help a person who is speaking know they are being heard and understood.
- Listen to a talk radio show and list attributes of the speaker.
- Select a clip from a television program or movie. Note the verbal and non-verbal communication among the characters. Indicate what is helpful or harmful.
- Keep a journal for two to four days noting instances in school, homes, restaurants, or stores in which helpful or harmful communication takes place. Report back to class.
- Watch a national news program noting information presented about the United States and other countries. Does it promote positive or negative feelings about the United States? About the other countries? About the relationship between the countries?
- Demonstrate active listening strategies.
- Hold a conversation with another person but don't make eye contact for several minutes. Discuss with the person the effects of this behavior.
- Play "Freeze Frame", When the teachers says "Freeze", hold that position. Analyze what non-verbal messages your posture might be conveying.

Interpersonal Relations

COMPREHENSIVE STANDARD:

IPR 1 Demonstrate skills and behaviors of positive relationships in families, peer groups, school, community, and the work place.

CONTENT STANDARD:

IPR 1.4 Evaluate effective conflict management techniques.

Performance Indicators	Crosswalk to other Delaware Content Standards
<p>IPR 1.4.1 Identify conflicts which occur in relationships and determine their causes.</p> <p>IPR 1.4.2 Describe constructive strategies to prevent and resolve conflicts: e.g. “I” messages, owning a problem, compromise, mediation, conflict resolution process.</p>	<p>English Language Arts 1, 2, 3</p> <p>Counseling P/S</p> <p>Health IP (m) 5.1-.3, EH (m) 2.3, EH (h) 2.3-.4</p> <p>Physical Education C-4</p>

FCCLA CONNECTION

Families First

Meet the Challenge

Leaders at Work

Interpersonal Skills on the Job

Dynamic Leadership

Conflict Management for Leaders
Problem Solving for Leaders

Power of One

A Better You
Family Ties

Star Events

Interpersonal Communication
Illustrated Talk
Skills for Life

Interpersonal Relations

COMPREHENSIVE STANDARD:

IPR 1 Demonstrate skills and behaviors of positive relationships in families, peer groups, school, community, and the work place.

CONTENT STANDARD:

IPR 1.4 Evaluate effective conflict management techniques.

Some Suggestions for Instructional and Assessment Strategies

- From a list of “You” messages, respond in writing or verbally with “I” messages.
- Examine “I” messages and their role in resolving conflict.
- Read several recent newspaper articles about the results of negative relationships that ended in violence. Brainstorm how the negative relationships could have been resolved in a constructive manner.
- Review a conflict resolution model and using a case study, develop a dialogue to talk through the conflict.
- Discuss some of the similarities and differences among people that affect conflict prevention and management. (i.e. culture, personality, etc.)
- From a list of negative statements, re-word the statements in a positive tone conveying the same message.
- Role play situations using “good and bad” examples of verbal and non-verbal communication techniques.
- From a list of conflicts, identify which might involve situational factors, personality factors, and/or power factors.
- Using a case study, work through the steps of a conflict resolution process: identify problem, determine possible solutions, evaluate solutions and agree upon a solution to try, use and assess results of the solution.

Interpersonal Relations

COMPREHENSIVE STANDARD:

IPR 1 Demonstrate skills and behaviors of positive relationships in families, peer groups, school, community, and the work place.

CONTENT STANDARD:

IPR 1.5 Demonstrate teamwork and leadership skills.

Performance Indicators	Crosswalk to other Delaware Content Standards
<p>IPR 1.5.1 Describe a team, teamwork, team membership, a leader and a follower.</p> <p>IPR 1.5.2 Identify leadership styles: autocratic, democratic, laissez-faire; and characteristics/skills of an effective leader: modeling, motivating, planning, people skills.</p> <p>IPR 1.5.3 Develop skills and assume responsibilities as a member of a team (family, peer group, school or community).</p> <p>IPR 1.5.4 Incorporate concepts of team and team approach/effort into family, peer, school, community, and work place relationships.</p>	<p>English Language Arts 1, 2, 3</p> <p>Business and Marketing Bta 4</p> <p>Counseling A-C</p> <p>Health EH (h) 3.4</p> <p>Physical Education C-4</p> <p>V & P Arts M-1 & 2, T-1 & 2</p>

FCCLA CONNECTION

Career Connection

Sign on to the Career Connection
Program to Careers
Work and Life

Dynamic Leadership

Relationships for Leaders
Character for Leaders

Families First

Meet the Challenge

Leaders at Work

Interpersonal Skills on the Job

Power of One

Working on Working
Take the Lead

Star Events

Job Interview
Entrepreneurship

Interpersonal Relations

COMPREHENSIVE STANDARD:

IPR 1 Demonstrate skills and behaviors of positive relationships in families, peer groups, school, community, and the work place.

CONTENT STANDARD:

IPR 1.5 Demonstrate teamwork and leadership skills.

Some Suggestions for Instructional and Assessment Strategies

- List outcomes of an activity when the members do not follow the directions of the leader.
- Write a job description titled “Wanted: members of a team who...”. Read the job descriptions and compile a list of characteristics and qualities of a team member identified in these job descriptions.
- Write a job description titled “Wanted: a team leader who...”. Proceed as in the example above.
- Analyze characteristics of historic figures and determine what made them good leaders.
- Participate in a student organization to gain experience as a team member, leader, and organizer.
- Volunteer to be part of a community team effort (community clean-up, beautification, service project, etc.).
- Discuss how various institutions (family, school, business) are like a team. Identify the team members, their roles, responsibilities and goals.

Interpersonal Relations

COMPREHENSIVE STANDARD:

IPR 1 Demonstrate skills and behaviors of positive relationships in families, peer groups, school, community, and the work place.

CONTENT STANDARD:

IPR 1.6 Explore community-based support services that assist individuals and families to manage crisis.

Performance Indicators	Crosswalk to other Delaware Content Standards
<p>IPR 1.6.1 Describe challenges and transitions which impact individuals and families such as unemployment, violence, substance abuse, illness or accidents, death or divorce.</p> <p>IPR 1.6.2 Identify services provided by the community to assist individuals and families in management of challenges or crisis.</p> <p>IPR 1.6.3 Outline specific consideration and expectations which may guide individual and/or family decisions related to use of community-based support services.</p>	<p>English Language Arts 1, 2, 3</p> <p>Social Studies C-1, 4</p> <p>Physical Education C-4</p>

FCCLA CONNECTION

Career Connection

Integrate Work and Life

Families First

You-Me-Us

Meet the Challenge

Balancing Family and Career

Power of One

A Better You

Family Ties

Dynamic Leadership

Problem Solving for Leaders

Conflict Management for Leaders

Leaders at Work

Early Childhood, Education and Services

Interpersonal Skills on the Job

Entrepreneurship

Star Events

Interpersonal Communication

Focus on Children

Interpersonal Relations

COMPREHENSIVE STANDARD:

IPR 1 Demonstrate skills and behaviors of positive relationships in families, peer groups, school, community, and the work place.

CONTENT STANDARD:

IPR 1.6 Explore community-based support services that assist individuals and families to manage crisis.

Some Suggestions for Instructional and Assessment Strategies

- List community-based support services available to individuals and families.
- Use the telephone directory or the Internet to find a list of local agencies that provide support services to assist individuals and families.
- Given a scenario, determine appropriate community services that will meet the needs of this family.
- Discuss with representatives from AA or other agency, the effects of drug or alcohol abuse on the family unit.
- Speak at a school assembly or prepare and distribute a flyer to the school population about the benefits of seeking help to address a challenge or crisis.
- In response to a “Dear Abby” type letter, write suggestions that would help the letter writer manage the challenge presented in the letter.

Interpersonal Relations

COMPREHENSIVE STANDARD:

IPR 1 Demonstrate skills and behaviors of positive relationships in families, peer groups, school, community, and the work place.

CONTENT STANDARD:

IPR 1.7 Evaluate interest, identify, and explore career opportunities that help people to develop positive interpersonal, team, and leadership skills.

Performance Indicators	Crosswalk to other Delaware Content Standards
<p>IPR 1.7.1 Identify careers that assist people in developing positive interpersonal, team and leadership skills.</p> <p>IPR 1.7.2 Describe personality traits and professional behaviors and interests related to careers that assist people in developing positive interpersonal, team, and leadership skills.</p> <p>IPR 1.7.3 Determine personal interests and aptitudes for a career that assists people in developing positive interpersonal team and leadership skills.</p>	<p>English Language Arts 1,2,3</p> <p>Business and Marketing BTA 4, MBSA 2</p> <p>Counseling C-A,B,C</p>

FCCLA CONNECTION

Families First

Balancing Family and Career

Power of One

Working on Working

Career Connection

Sign on to the Career Connection
Program Career Steps
Integrate Work and Life

Star Events

Job Interview
Entrepreneurship
Career Investigation

Interpersonal Relations

COMPREHENSIVE STANDARD:

IPR 1 Demonstrate skills and behaviors of positive relationships in families, peer groups, school, community, and the work place.

CONTENT STANDARD:

IPR 1.7 Evaluate interest, identify, and explore career opportunities that help people to develop positive interpersonal, team, and leadership skills.

<p style="text-align: center;">Some Suggestions for Instructional and Assessment Strategies</p>
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- | |
|---|
| <ul style="list-style-type: none">• Make a list of professionals that help people to improve their interpersonal skills.• Use the Internet to research job descriptions that utilize interpersonal skills.• Arrange to job shadow a person for a day at business organizations or community agencies. Following this, write a report about the experience of job shadowing and the interpersonal skills that were observed.• Identify job opportunities for individuals to help individuals, families, and groups improve their relationships and reduce conflict. |
|---|

Family and Consumer Sciences Standards Crosswalked with Other Delaware Content Standards

The uniqueness of the Family and Consumer Sciences discipline in a school's curriculum is that it provides students with research-based content that is needed to appropriately respond to the perennial challenges faced by individuals and families and prepares them to transition into the world of work and adult responsibilities.

The Family and Consumer Sciences standards have been crosswalked with the other content standards for several reasons:

1. To demonstrate that Family and Consumer Sciences integrates and applies the content of English Language Arts, mathematics, science, and social studies. The knowledge, skills, and behaviors expected of Family and Consumer Sciences students will demonstrate their ability to apply knowledge from these content areas as well as from the Family and Consumer Sciences body of knowledge.
2. Family and Consumer Sciences is named in the Delaware Department of Education Regulation 851: K-12 Comprehensive Health Education Program as being responsible for including the concepts of family life and nutrition. There are several sets of content standards that can be taught through several programs depending on the resources of a school district.
3. Family and Consumer Sciences is an integral component of multidisciplinary programs being developed in schools. This crosswalk demonstrates the linkages to the current Delaware Standards.
4. To provide information to teachers to assist them in documentation, that they are required to provide, demonstrating how they are helping students to meet the standards to which teachers are being held accountable.

The content areas that have been crosswalked with Family and Consumer Sciences standards are:

English Language Arts (ELA)	Technology Education (TE)
Mathematics (M)	Counseling (C)
Science (S)	Health Education Curriculum Framework (H)
Social Studies (SS)	Physical Education (PE)
Agriscience (Ag)	Art (A)
Business and Marketing (B)	World Language (WL)

The following section reflects the relationship between Delaware Standards for Family and Consumer Sciences Education and the standards in the above identified areas.

Family

1. COMPREHENSIVE STANDARD:

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

CONTENT STANDARDS:	ELA	M	S	SS	Ag	B	TE	C	H	PE	A	WL
1.1 Analyze family development and change.	1,2,3			H-1-4					FLS 2			
1.2 Explain how families as a basic unit of society are responsible for the long-term needs and interests of their members.	1,2,3			E-1		MBS A-2			FLS 1			
1.3 Analyze the impact of family and family health on individuals and community.	1,2,3	1,2,4,9						P/S-C	AOD 1,2,3,4, 5 TOB 1,2,3,4, 5 EH 4,5 PCH 1,2,3			
1.4 Examine how individual and family health and community are interrelated	1,2,3	1,2,4,9							CEH 1,2	C-4		
1.5 Analyze the influence of culture, media, technology, and other social factors on individual and family health	1,2,3		1	G-3			1		AOD 3 TOB 2			

Family

1. COMPREHENSIVE STANDARD:

Evaluate the significance of family and its impact on the well-being of individuals and society. (continued)

CONTENT STANDARDS	ELA	M	S	SS	Ag	B	TE	C	H	PE	A	WL
1.6 Demonstrate the attitudes, knowledge, and interpersonal skills necessary for healthy individuals and families across the life span.	1,2,3						3	P/S-C	FLS 1 EH 1,2,3,4			
1.7 Demonstrate respect for and understanding of diverse perspectives, needs and characteristics of individuals and families across the life span.	1,2,3							P/S-A	FLS 1		M-9 T-8 V-4	Goal 2- Goal 4-
1.8 Demonstrate management of individual and family resources, including food, clothing, shelter, health care, recreation, and transportation across the life span.	1,2,3	1-10		E- 1,2,3	NR (h) 4,5,7 FST (h) 1,2,3,4 ,5	ABFA 1,2,3 MBS A 4	1,3		NUT AOD TOB INJ PA PCH CEH (all)	1		
1.9 Demonstrate management of financial resources to meet the goals of individuals and families across the life span.	1,2,3	1-10		E- 1,2,3	AGB (h) 5	ABFA 1,2,3 MBS A 4						

Family

2. COMPREHENSIVE STANDARD:

Evaluate the impact of family caregiving roles and responsibilities on the well-being of individuals and families.

CONTENT STANDARDS:	ELA	M	S	SS	Ag	B	TE	C	H	PE	A	WL
2.1 Identify and demonstrate components of positive intragenerational and intergenerational relationships.	1,2,3								EH 2 FLS 2	C-4		
2.2 Identify and evaluate issues to consider when responsible for a dependent adult.	1,2,3	1,2,4		E-1,2								
2.3 Assess the impact of caring for a dependent adult.	1,2,3	1,2,4		E-1,2								
2.4 Identify and evaluate issues to consider when preparing for parenthood.	1,2,3	1,2,4,5 9		E-1		MBS A 4			2.6 FLS (h) 2.2 2.5 2.8-.9 FLS (m) 3.1 5.9 T (h) 1.6			
2.5 Assess the impact of the parenting role.	1,2,3											

Family

3. COMPREHENSIVE STANDARD:

Integrate knowledge, skills, and practices required for careers in family and community services.

CONTENT STANDARDS:	ELA	M	S	SS	Ag	B	TE	C	H	PE	A	WL
3.1 Examine the interrelationship of family, career, and community roles and responsibilities for individuals.	1,2,3			C-4	AGB (h)-2	MBS A-2						
3.2 Identify, explore, and analyze career paths and their relationship to individual and family needs and desires.	1,					BMS A-2		A-C C- ABC				
3.3 Demonstrate professional ethics and employability skills in the global workplace.	1,2,3				AGB (h)-2			C-A				Goal 2
3.4 Analyze technologies and their relationship to managing individuals, family, career, and community roles and responsibilities.	1,2,3		1				1,3,5	C-B				
3.5 Evaluate interest, identify, and explore career opportunities related to supporting families.	1,2,3					MBS A-2		C-B				

Consumer and Resource Management

1. COMPREHENSIVE STANDARD:

Identify and evaluate available resources to meet the needs of individuals and families.

CONTENT STANDARDS:	ELA	M	S	SS	Ag	B	TE	C	H	PE	A	WL
1.1 Identify personal and family values and goals to manage resources.	1,2,3	1,2,3,4,9			NR (h)-7	MBS A 2,4	3	P/S- A,B				
1.2 Identify services for individuals and families with a variety of needs.	1,2,3			C-4		MBS A 4 MEA 1	3,4		PCH 3			
1.3 Access information from a variety of sources.	1,2,3			E-1		MBS A 4 MEA 1,4	2				T-1	
1.4 Analyze strategies to manage multiple individual, family, career, and community roles and responsibilities.	1,2,3					MBS A 2,4	3,4	A-C				
1.5 Evaluate the impact of technology on individual, family, and community resources.	1,2,3		1			ABFA 2 MEA 3	1,5					
1.6 Analyze factors relating to utilization of family and community services.	1,2,3			C-4 E-1			1,5					
1.7 Analyze resource consumption for conservation and future environmental impact.	1,2,3		8	G-2			3,4,5					
1.8 Evaluate interest, identify, and explore career opportunities related to resource management.	1,2,3				NR (h)-9	MEA 5		C- A,B,C				

Consumer and Resource Management

2. COMPREHENSIVE STANDARD:

Demonstrate management of available and expanding resources as related to the needs of individuals and families.

CONTENT STANDARDS:	ELA	M	S	SS	Ag	B	TE	C	H	PE	A	WL
2.1 Demonstrate management of individual and family resources including but not limited to: food, clothing, shelter, health care, time, recreation, and transportation.	1,2,3	1-10		E-1,2,3	NR (h) 4,5,7 FST (h) 1,2,3,4,5	ABF A 1,2,3 MBS A 4	1,3		NUT TOB INJ NUT PA PCH CEH (all)	C-1		
2.2 Demonstrate management of financial resources to meet the goals of individuals and families across the life span.	1,2,3	1-10		E-1,2,3	AGB (h) -5	ABF A 1,2,3 MBS A 4						
2.3 Analyze factors in developing long-term personal and family goals.	1,2,3	1-10		E – 1,2,3		ABF A 1,2,3,4 MBS A 4		P/S – B,C				
2.4 Demonstrate management and utilization of community resources.	1,2,3			C-1 C-4		MBS A 4 MEA 3						

Consumer and Resource Management

3. COMPREHENSIVE STANDARD

Integrate knowledge of consumer rights and responsibilities to meet the needs of individual and families.

CONTENT STANDARDS:	ELA	M	S	SS	Ag	B	TE	C	H	PE	A	WL
3.1 Identify consumer rights and responsibilities.	1,2,3			C-4 E- 1,2,3		MEA 1,4						
3.2 Analyze interrelationships between the economic system and consumer actions.	1,2,3	1-10		E- 1,2,3	AGB (h) 9	MEA 1						
3.3 Evaluate the impact of technology, culture, and other factors on individual and family resources.	1,2,3			H-4		BTA 1,4	1,2,3					
3.4 Analyze policies and identify agencies that support consumer rights and responsibilities.	1,2,3			C-4		MEA 1 MBS A 3						
3.5 Analyze factors that impact consumer advocacy.	1,2,3			C-4	AGB (h) 4,6	MBS A 4						
3.6 Evaluate interest, identify, and explore career opportunities related to consumer services.	1,2,3			C-4	AGB (h) 7 (m) 1	MEA 5 MBS A- 2		C – A,B,C				

Child Development

1. COMPREHENSIVE STANDARD:

Analyze factors that impact child growth and development.

CONTENT STANDARDS:	ELA	M	S	SS	Ag	B	TE	C	H	PE	A	WL
1.1 Describe the typical sequence of development for children, prenatal through school-age, in each of the developmental domains: physical, intellectual, emotional, and social.	1,2,3	4								C-1		
1.2 Examine and demonstrate developmentally appropriate activities with children that support and promote their development.	1,2,3	3,4					3		FLS 1	C-4		
1.3 Describe and demonstrate positive guidance methods used to support children's development.	1,2,3							P/S A,B, C				
1.4 Describe and demonstrate communication techniques that promote positive adult/child interactions and school readiness.	1-2,3							P/S- B,C		C-4		

Child Development

1. COMPREHENSIVE STANDARD:

Analyze factors that impact child growth and development. (continued)

CONTENT STANDARDS	ELA	M	S	SS	Ag	B	TE	C	H	PE	A	WL
1.5 Demonstrate skills that promote children’s health and safety.	1,2,3								AOD 2 TOB 1 INJ 1,2,3, 4 NUT 1,2,3, 4,5 PA 1,2,3	C-4		
1.6 Become aware of current research pertaining to children.	1,2,3											
1.7 Identify community resources available for children.	1,2,3					MBS A 3,4						

Child Development

2. COMPREHENSIVE STANDARD:

Integrate knowledge, skills, and practices required for careers in early childhood, education, and services.

CONTENT STANDARDS:	ELA	M	S	SS	Ag	B	TE	C	H	PE	A	WL
2.1 Establish an age-appropriate learning environment for children.	1,2,3				NR (h) -1		3					
2.2 Use knowledge of child development and developmentally appropriate practices to implement and integrate curriculum for children.	1,2,3	1,2,4, 5										
2.3 Evaluate interest, identify, and explore career opportunities for early childhood professionals.	1,2,3					MBS A 2		C- A,B,C				
2.4 Demonstrate professional practices, ethics, and standards related to working with children.	1,2,3											
2.5 Demonstrate the ability to provide for inclusion of children with special needs.	1,2,3			C-4								
2.6 Demonstrate respect for families' cultures, values, and traditions.	1,2,3			G-4				P/S - A	FLS 1 NUT 3		D-4 M-9	Goal 4
2.7 Observe the behavior of children at various ages in order to support development and deal with challenging behavior.	1,2,3	4										
2.8 Analyze classroom management techniques for infants, toddlers, preschoolers and school-age children.	1,2,3											

Adolescent Development

1. COMPREHENSIVE STANDARD:

Identify and analyze factors that affect adolescent growth and development.

CONTENT STANDARDS:	ELA	M	S	SS	Ag	B	TE	C	H	PE	A	WL
1.1 Examine physical, intellectual, emotional, and social changes of early, middle, and late adolescence.	1,2,3							P/S-A	FLS 2 EH-2 PCH 1	C-1		
1.2 Analyze interrelationships among family, peers, school, and community as they influence adolescent development.	1,2,3							P/S-A	EH 1,2 AOD 3		T- 1&2	
1.3 Examine various roles and responsibilities of the adolescent related to diverse individual and family characteristics.	1,2,3					MBS A- 2	3	P/S-A	EH- 1,,2,3			
1.4 Analyze conditions that influence adolescent sexuality and behavior.	1,2,3								FLS 1,2,3			
1.5 Evaluate strategies used to address challenges faced in adolescence.	1,2,3							P/S- A,B	EH-1			
1.6 Explore community-based support services that assist adolescents.	1,3,2,3			C-4 9-12					EM-5 CEH 1			
1.7 Evaluate interest, identify, and explore career opportunities related to supporting positive adolescent development.	1,2,3					MBS A 2		C-A,B				

Adult Development and Aging

1. COMPREHENSIVE STANDARD:

Analyze factors that impact adult development and aging

CONTENT STANDARDS:	ELA	M	S	SS	Ag	B	TE	C	H	PE	A	WL
1.1 Investigate the physical, intellectual, emotional, and social characteristics of individuals from adulthood through old age.	1,2,3						3		FLS 2	C-1 C-4		
1.2 Identify factors that contribute to a productive and longer life.	1,2,3		6			MBS A- 4	1		AOD TOB FLS (all)	C-1 C-5		
1.3 Evaluate the needs of men and women created by the process of aging.	1,2,3		6				5	P/S- A		C-1 C-5		
1.4 Compare aspirations and needs of adolescents and older adults.	1,2,3								FLS 2			
1.5 Demonstrate ways to respond to the needs of aging people in the community.	1,2,3					MEA 1	3,4					

Adult Development and Aging

2. COMPREHENSIVE STANDARD:

Integrate knowledge, skills, and practices required for careers assisting adults from maturity through old age.

CONTENT STANDARDS:	ELA	M	S	SS	Ag	B	TE	C	H	PE	A	WL
2.1 Investigate multiple life roles and responsibilities of individuals from adulthood through old age.	1,2,3					MBS A- 4	3					
2.2 Examine community resources available for the aging population.	1,2,3			E-1		MEA 1	3					
2.3 Apply knowledge of diverse adult needs to make decisions utilizing personal and community resources.	1,2,3			C-4		BTA 1	3,4,5					
2.4 Evaluate interest, identify, and explore career opportunities for working with aging adults.	1,2,3					MBS A- 2		C-A, C				
2.5 Demonstrate professional behaviors, skills, and knowledge for employability in careers with an aging population.	1,2,3					MEA 5	3	C-B, C				

Food, Nutrition, and Wellness

1. COMPREHENSIVE STANDARD:

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

CONTENT STANDARDS:	ELA	M	S	SS	Ag	B	TE	C	H	PE	A	WL
1.1 Analyze factors that influence dietary and wellness practices across the life span.	1,2,3				FST (h) -3				Nut 1,2,3, 4	1		
1.2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span.	1,2,3								Nut 1,2,4	1		
1.3 Demonstrate ability to acquire, handle, and prepare foods to meet nutrition and wellness needs of individuals and families across the life span.	1,2,3	1,4			FST (h) 1,2,3	MBS A- 1			Nut 1,2	4		
1.4 Evaluate factors that affect food safety, from production through consumption.	1,2,3		6		FST (h) 1,2,3, 4 (m) 2		3		Nut 5			
1.5 Evaluate the impact of science and technology on food composition, safety, and related issues.	1,2,3		8		FST (h) 2,3,4		1		Nut 5			

Food, Nutrition, and Wellness

2. COMPREHENSIVE STANDARD:

Integrate knowledge, skills, and practices required for careers in:

- Food production, distribution, and services
- Food science, dietetics, and nutrition
- Hospitality, tourism, and recreation

CONTENT STANDARDS:	ELA	M	S	SS	Ag	B	TE	C	H	PE	A	WL
2.1 Evaluate interest, identify, and explore career opportunities in food, nutrition, and wellness.	1,2,3				FST (h) – 6 (m) 6			C-A-C		4		
2.2 Demonstrate the principles of nutrition and food preparation to meet customer/client needs.	1,2,3				FST (h) 5	MEA 1,4			NUT 1,2,3			
2.3 Demonstrate the use of current technology as it relates to the food and hospitality industries.	1,2,3				FST (h) 4		1					
2.4 Demonstrate skills, practices, and management principles to related careers.	1,2,3				FST (h) 6 (m) 6	MBS A- 2	3	C-B	EH 3			
2.5 Demonstrate the selection, use, and maintenance of equipment required within the industries.	1,2,3	5					3					
2.6 Demonstrate procedures applied to safety, sanitation, security, and environmental issues.	1,2,3		6		FST (h) 1,3		3		NUT 5 CEH 1			
2.7 Apply concepts of service to meet customer/client needs.	1,2,3					BTA 1,4 Mea 4						

Interpersonal Relations

1. COMPREHENSIVE STANDARD:

Demonstrate skills and behaviors of positive relationships in families, peer groups, school, community, and the work place.

CONTENT STANDARDS:	ELA	M	S	SS	Ag	B	TE	C	H	PE	A	WL
1.1 Analyze various types of relationships and their impact on individuals, in families, in communities, and in the work place.	1,2,3					BTA 4 MBS A -2			FLS 1 EH 2	4,5		Goal 4
1.2 Demonstrate behaviors that contribute to positive relationships.	1,2,3							P/S-C	EH-3	4,5		
1.3 Demonstrate communication skills that contribute to positive relationships.	1,2,3					BTA 4		P/S-A	EH 3	4,5	V-1 T- 1&2	Goal 2
1.4 Evaluate effective conflict management techniques.	1,2,3							P/S-A	EH 2	4,5		
1.5 Demonstrate teamwork and leadership skills.	1,2,3					BTA 4 MEA 5		P/S-A	EH 3	4,5	M- 1&2 T- 1&2	
1.6 Explore community-based support services that assist individuals and families to manage crisis.	1,2,3			C-1,4						5		
1.7 Evaluate interest, identify and explore career opportunities that help people to develop positive interpersonal, team, and leadership skills.	1,2,3					BTA- 4 MEA 5		C-A				

Delaware Content Standards

English Language Arts (ELA)

1. Use written and oral English appropriate for various purposes and audiences.
2. Construct, examine, and extend the meaning of literacy, informative, and technical texts through listening, reading, and viewing.
3. Access, organize, and evaluate information gained through listening, reading, and viewing.
4. Use literary knowledge accessed through print and visual media to connect self to society and culture.

Mathematics (M)

- | | |
|---|---|
| 1. Solve Problems | 7. Algebra |
| 2. Communicate Mathematically | 8. Spatial Sense and an understanding of Geometry |
| 3. Reason Mathematically | 9. Statistics and Probability |
| 4. Mathematical Connections | 10. Patterns, Relationships and Function |
| 5. Estimation, Measurement, and Computation | |
| 6. Number Sense | |

Science (S)

- | | |
|---|--|
| 1. Nature and Application of Science and Technology | 5. Earth's Dynamic Systems |
| 2. Materials and Their Properties | 6. Life Processes |
| 3. Energy and Its Effects | 7. Diversity and Continuity of Living Things |
| 4. Earth in Space | 8. Ecology |

Social Studies (SS)

Civics

1. Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy. (Government)
2. Students will understand the principles and ideals underlying the American political system. (Politics)
3. Students will understand the responsibilities, rights and privileges of United States citizens. (Citizenship)
4. Students will develop and employ the civic skills necessary for effective, participatory citizenship. (Participation)

Economics

1. Students will analyze the potential costs and benefits of personal economic choices in a market economy. (Microeconomics)
2. Students will examine the interaction of individuals, families, communities, businesses, and governments in a market economy. (Macroeconomics)
3. Students will understand different types of economic systems and how they change. (Economic Systems)
4. Students will examine the patterns and results of international trade. (International Trade)

Geography

1. Students will develop a personal geographic framework, or “mental map” and understand the uses of maps and other geo-graphics. (Maps)
2. Students will develop a knowledge of the ways humans modify and respond to the natural environment. (Environment)
3. Students will develop an understanding of the diversity of human culture and the unique nature of places. (Places)
4. Students will develop an understanding of the character and use of regions and the connections between and among them. (Regions)

History

1. Students will employ chronological concepts in analyzing historical phenomena. (Chronology)
2. Students will gather, examine and analyze historical data. (Analysis)
3. Students will interpret historical data. (Interpretation)
4. Students will develop historical knowledge of major events and phenomena in world, United States and Delaware history. (Content)

Agriscience (Ag)

Middle School

1. Career Opportunities
2. Leadership and Decision Making
3. Global Applications of Agriscience
4. Plant Science Careers
5. Animal Science Careers
6. Food and Fiber Technology Careers
7. Natural Resource and Environmental Careers
8. Agriscience Power and Systems Technology Careers

High School

Agribusiness:

1. Economic Principles
2. Business Organization
3. Establishing A Business
4. Marketing
5. Accounting and Financial Systems
6. Agribusiness Support Services
7. Career Opportunities in Agribusiness

Agriscience Power and Systems Technology:

1. Historical Applications and Future Implications of Agriscience Power and Systems Technology
2. Safety
3. Machinery and Equipment Systems
4. Industry and Marketing Systems
5. Energy Systems
6. Structural Systems
7. Environmental and Natural Resources Systems
8. Career Opportunities in Agriscience Power and Systems Technology

Animal Science:

1. Safety
2. Global Animal Agriculture
3. Breeds of Animals
4. Animal Reproduction
5. Biology of Growth and Nutrition
6. Animal Health Management
7. Animal Management Practices
8. Evaluating Animals and Animal Products
9. Marketing Animals and Animal Products
10. Legal Aspects of Animal Production
11. Career Opportunities in Animal Science

Food Science Technology:

1. Safety
2. Economics
3. Quality and Assurance
4. Food Processing Technology
5. Food Preparation and Presentation
6. Careers in Food Science Technology

Agriscience (continued)

Natural Resources:

1. Safety in Our Environment
2. Preservation and Conservation Practices
3. Carrying Capacity
4. Non-renewable Resources
5. Renewable Natural Resources
6. New and Emerging Technology in Natural Resources
7. Natural Resources and Human Needs Planning
8. Laws, Statutes and Regulations
9. Careers in Natural Resources

Plant Science:

1. Safety
2. Plant Material Identification
3. Production Factors
4. Botany and Physiology
5. Propagation and Reproduction
6. Genetics and Biotechnology
7. Insects and Disease Control
8. Career Opportunities in Plant Science

Business and Marketing (B)

Accounting, Banking and Finance Applications (ABFA):

1. Students will demonstrate the significance of accounting as the language of business through recording, analyzing and interpreting financial data.
2. Students will select appropriate technological tools for setting up, entering and maintaining accounting records using contemporary business equipment and software.
3. Students will record and process computational data accurately through logical completion of financial records and business transactions.
4. Students will communicate results of computational data through utilization of appropriate oral and written methods.

Business Technology Applications (BTA):

1. Students will meet established objectives and locate resources in order to solve problems utilizing appropriate computer software.
2. Students will demonstrate skill-based knowledge using business technology applications by selecting the most appropriate process to develop an end product using efficient keyboarding methods, correct formatting and proofreading techniques for mailability.
3. Students will interpret materials and resources pertinent to business technology applications by following verbal and/or written instructions.
4. Students will use a constructive thought process and effective interpersonal communication skills when collaborating as a team member to solve business problems.

Business and Marketing (continued)

Management and Behavioral Science Applications (MBSA):

1. Students will evidence an understanding of the various laws pertaining to contracts, employment and general business practices by evaluating their impact upon various business related events and circumstances.
2. Students will formulate and articulate reasonable and attainable personal and business goals by assessing career paths and competencies required to reach various goals.
3. Students will locate relevant data, distinguish and evaluate the levels of accuracy and significance of the data, and demonstrate a proficiency for the application of the data to business and management situations.
4. Students will identify and manage human, physical and financial resources effectively and efficiently.
5. Students will construct organizational and decision-making paradigms, articulating their significance, effect and application to specific business situations.

Marketing and Entrepreneurship Applications (MEA):

1. Students will analyze, interpret and make decisions based on financial, product, market and customer data.
2. Students will develop a comprehensive business plan to include all nine of the marketing functions, i.e., selling, distribution, financing, marketing/information management, pricing, product/service planning, promotion, purchasing and risk management.
3. Students will utilize computer technology to research, store, analyze and present information.
4. Students will research, demonstrate and evaluate a variety of selling techniques to satisfy customer wants and needs.
5. Students will demonstrate appropriate job acquisition skills beginning with self-assessment and continuing through successful employment.

Family and Consumer Sciences (FCS)

Family

1. Evaluate the significance of family and its impact on the well-being of individuals and society.
2. Evaluate the impact of family caregiving roles and responsibilities on the well-being of individuals and families.
3. Integrate knowledge, skills, and practices required for careers in family and community services.

Family and Consumer Sciences (FCS) (continued)

Consumer and Resource Management

1. Identify and evaluate available resources to meet the needs of individuals and families.
2. Demonstrate management of available resources as related to the needs of individuals and families.
3. Integrate knowledge of consumer rights and responsibilities to meet the needs of individual and families.

Child Development

1. Analyze factors that impact child growth and development.
2. Integrate knowledge, skills, and practices required for careers in early childhood, education, and services.

Adolescent Development

1. Identify and analyze factors that affect adolescent growth and development.

Adult Development and Aging

1. Analyze factors that impact adult development and aging.
2. Integrate knowledge, skills, and practices required for careers assisting adults from maturity through old age.

Food, Nutrition, and Wellness

1. Demonstrate nutrition and wellness practices that enhance individual and family well-being.
2. Integrate knowledge, skills, and practices required for careers in:
 - o Food production
 - o Food distribution
 - o Food services
 - o Food science
 - o Dietetics
 - o Nutrition
 - o Hospitality, tourism, and recreation

Interpersonal Relations

1. Demonstrate skills and behaviors of positive relationships in families, peer groups, school, community, and the workplace.

Technology Education (TE)

1. The Nature, Impacts and Evolution of Technology
2. Technology Education: an Inter-disciplinary Link
3. The Use and Management of Technological Resources
4. Problem Solving through Design and Technology
5. The Application of Technological Concepts

Counseling (C)

Academic Standards

- A. Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.
- B. Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
- C. Students will understand the relationship of academics to the world of work, and to life at home and in the community.

Career Standards

- A. Students will acquire the skills to investigate the world of work in relations to knowledge of self and to make informed career decisions.
- B. Students will employ strategies to achieve future career success and satisfaction.
- C. Students will understand the relationship between personal qualities, education and training, and the world of work.

Personal/Social Standards

- A. Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others
- B. Students will make decisions, set goals, and take necessary action to achieve goals.
- C. Students will understand safety and survival skills.

Health Education (H)

- 1. Students will comprehend concepts related to health promotion and disease prevention. The core areas are:
 - Alcohol and Other Drugs (AOD)
 - Tobacco (TOB)
 - Injury Prevention (IJP)
 - Family Life and Sexuality (FLS)
 - Nutrition (NUT)
 - Physical Activity (PA)
 - Emotional Health (EH)
 - Community and Environmental Health (CEH)
- 2. Students will demonstrate the ability to access valid health information and health promoting products and services.
- 3. Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
- 4. Students will analyze the influence of culture, media, technology, and other factors on health.
- 5. Students will demonstrate the ability to use interpersonal communication to enhance health.

Health (continued)

6. Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.
7. Students will demonstrate the ability to advocate for personal, family, and consumer health.

Physical Education (PE)

1. Physiological of Exercise
2. Skill Development
3. Motor Learning
4. Social Psychology
5. Self Management
6. Physically Active Behaviors

Visual and Performing Arts (A)

Theatre Standards

1. Students will improvise and write scenes, scenarios, and/or plays.
2. Students will act in formal or informal presentations.
3. Students will design and build environments for informal or formal presentations.
4. Students will direct by envisioning and realizing improvised or scripted scenes.
5. Students will manage and produce informal or formal presentations.
6. Students will compare and integrate art forms.
7. Students will assess the characteristics of theatre, evaluating productions and audience response.
8. Students will understand theatre works in relation to cultures, times, and places.

Dance

1. Students will identify and demonstrate movement elements and skills in performing dance.
2. Students will understand and demonstrate choreographic principles, processes, and structures.
3. Students will respond to and evaluate the making of dance.
4. Students will understand and demonstrate dance from various cultures, times, and places.
5. Students will make connections between dance and other disciplines.

Visual and Performing Arts (A) (continued)

Music

1. Students will sing, independently and with others, a varied repertoire of music.
2. Students will perform on instruments, independently and with others, a varied repertoire of music.
3. Students will improvise melodies, variations, and accompaniments.
4. Students will compose and arrange music within specific guidelines.
5. Students will read and notate music.
6. Students will listen to, describe, and analyze music and music performances.
7. Students will evaluate music and music performances.
8. Students will make connections between music, the other arts, and other curricular areas.
9. Students will understand music in relation to diverse cultures, times, and places.

Visual Arts

1. Students will select and use form, media, techniques, and processes to create works of art to communicate meaning.
2. Students will create ways to use visual, spatial, and temporal concepts in creating works of art.
3. Students will invent, select, evaluate, and use subjects, themes, symbols, problems, and ideas to create works of art.
4. Students will understand the visual arts in relation to diverse cultures, times, and places.
5. Students will reflect upon, describe, analyze, interpret, and evaluate works of art and design.
6. Students will understand the visual arts in relation to other disciplines.

World Languages (WL)

1. Communicate in languages other than English through listening, speaking, reading and writing in various cultural contexts
2. Gain knowledge of other cultures through the study of language
3. Connect with other disciplines and gain access to information
4. Develop insight into the nature of language and culture
5. Participate in multilingual communities, the global society and world markets

Appendix

Vision of Education in Delaware

All students are able to reach their full potential and are prepared to lead full and productive lives as citizens and workers in the 21st Century.

Guiding Principles

- Educational excellence and equity for all;
- Close collaboration and partnerships among educators, parents, family, business and the community support high academic achievement, excellence and opportunity for all children;
- A safe and supportive environment that respects the diversity of all Delaware's learners; and
- A sense of vitality, energy and commitment to successful teaching and learning.

Mission for Education Reform in Delaware

To improve student academic achievement so that their knowledge and skills will enable them to be successful, productive citizens in the 21st century.

Definition of Standards Based Education

Standards based education reform is an initiative for improving academic achievement throughout the state based on the principles that every student has the opportunity to participate in real and meaningful educational experiences; every student is held to high expectations (standards) of knowledge and performance; every student's performance/achievement is measured against the standards; and, help is provided to every student to attain the standards.

Goals of Education Reform

Standards based education will:

- Establish rigorous subject content and student performance standards for all K-12 public school students;
- Promote teaching practices and strategies that enable students to achieve content and performance standards;
- Use assessments that measure how well students have achieved the standards;
- Identify and secure resources for professional development and school system enhancements for local schools to bring about new teaching and learning strategies in classrooms statewide;
- Remove statutory and regulatory barriers that impede the implementation of standards based education;

Equity Principles

- Give local school districts the freedom to decide how their students reach the standards;
- Hold school districts accountable for demonstrating student progress toward the standards;
- Hold the Department of Education accountable for insuring continuous progress toward the goals;
- Ensure local and state support through partnerships among educators, policy makers, family, community and business; and,
- Communicate clearly and consistently its mission, progress, opportunities and challenges.

Equity Principles

“Educational excellence and equity for all” is a guiding principle of Delaware’s standards-based educational reform initiative. Excellence occurs when an instructional system provides each learner with a high level of challenge. Equity means that each learner is afforded the appropriate support he or she needs to succeed. The *Vision Statement*, adopted in January 1995, states that educational reform in Delaware is focused on “improving student academic achievement” and preparing students to “lead full and productive lives as citizens and workers in the 21st century.

Standards based education reform is founded on the principle that all students can learn and consequently will be held to high academic expectations of knowledge and performance. Equity must be an integral part of standards-based educational reform if we are to improve academic achievement and prepare all students for the future. It is the responsibility of all Delaware educators to ensure that the content standards, curriculum, instruction, assessment and school practices are designed to provide diverse student populations with an equal opportunity to learn. To confirm this commitment to all students, the following **Equity Principles** are set forth:

1. All curriculum content standards and assessment materials are carefully reviewed to determine that they are free of bias, and do not place some students at a disadvantage related to gender, race, ethnicity, economic status, native language, disability, or special gifts and talents.
2. Content standards, curriculum, instruction, performance tasks, and assessments are free of bias and accurately reflect the contributions of the diverse peoples that make up our society and the world.
3. Students with disabilities are held to the same academic standards as all other students. They are provided with instructional accommodations and other educational supports to afford them equal access to education. For the small percentage of students with severe disabilities who are in a life skills or functional curriculum, an alternative assessment system is utilized which is based on appropriate performance standards that are linked to the overall standards.

Equity Principles

4. All students can learn challenging content at significantly higher levels and are afforded an opportunity to meet academic standards at their individual pace.
5. Students whose first language is not English, and who have been identified as Limited English Proficient, are held to the same academic standards as all other students. They are provided with the appropriate accommodations that research indicates may be required for English language learners to attain fluency and meet rigorous content standards.

Achieving “educational excellence and equity” will be challenging. It will take an on-going commitment by all who have a stake in the success of our schools. Students, families, communities, educators and policy makers must all be held accountable for fulfilling their specific responsibilities to the educational process. Consequently, meeting these principles for equity requires that all stakeholders work together to implement the following initiatives:

Instruction

Teachers will use a variety of instructional techniques in the classroom to accommodate the various learning styles, learning rates, and strengths of diverse student populations. Educators will find ways to identify and remove school-based cultural barriers that contribute to the creation of disparities in student achievement. Classroom instruction will be based on individual student needs and allow students to progress as far and as fast as they are able.

Assessment

Assessments will be reviewed for cultural bias by teams of specially trained Delaware educators and community members. This process assures that assessments measure what students know and what they are able to do without creating an advantage or disadvantage based on the students’ race, ethnicity, gender, disability, special gifts/talents, limited English proficiency, or socio-economic status. Assessments will allow students to demonstrate their skills and knowledge in multiple ways. Assessments will be aligned to classroom instruction and reflect real-life experiences of our diverse student populations.

School Improvement and Technical Assistance

Training and resources will be provided to Delaware education professionals to effectively deliver teaching strategies and other initiatives to meet the needs of diverse learners. Training and assistance will be provided to districts on strategies to enhance the recruitment of school staff that reflect the ethnic and racial diversity of our student populations.

School Profiles

Assessment data will be disaggregated for race, ethnicity, gender, disability, special gifts/talents, limited English proficiency, and socioeconomic status, and reported annually. This information will enable educators to review achievement data to determine whether diverse students have been provided equal access to education.

Leadership

Delawareans of diverse backgrounds will be equitably represented on commissions and committees charged with educational reform in order to provide a broad perspective on

Equity Principles

educational issues and assure that the needs of all learners are addressed. Families and community members from diverse backgrounds will play a significant role in educational decision making in the schools.

Research and Data Collection

The Department of Education will work collaboratively with the Delaware Educational Research and Development Center to develop a research agenda on equity issues and a statewide process to address related research questions. This information will then be disseminated to developers of standards and assessments and to schools.

Delaware must develop and use its resources wisely to meet the complex social, economic, and political challenges of the next century. Providing “educational excellence and equity” for every student is the best way to ensure that students become productive workers and community members.

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