

Content Standards

Domain 1 – Personal, Academic, and Career Success

Core Standard 1 Integrate processes of thinking, communication, leadership, and management in order to apply child development knowledge and skills.

Standards

- CD-1.1 Demonstrate components of critical thinking, creative thinking, and reasoning
- CD-1.2 Evaluate effective communication processes in school, family, career, and community settings
- CD-1.3 Demonstrate leadership that encourages participation and respect for the ideas, perspectives, and contributions of group members
- CD-1.4 Apply management, decision-making, and problem solving processes to accomplish tasks and fulfill responsibilities
- CD-1.5 Examine the interrelationships among thinking, communication, leadership, and management processes to address family, community, and workplace issues
- CD-1.6 Demonstrate fundamentals to college and career success (e.g. strong work ethic, time-management, positive attitude, adaptability/flexibility, stress resilience, accountability, self-discipline, resourcefulness, cooperation, self-assessment)

Domain 2 – Conception, Prenatal Development, and Birth

Core Standard 2 Analyze factors related to preparing for the birth of a child.

Standards

- CD-2.1 Examine biological processes related to conception, prenatal development, birth, and health of child and mother
- CD-2.2 Evaluate physical, emotional, and environmental factors of prenatal development and birth in relation to the health of the parents and child
- CD-2.3 Analyze legal, moral, and ethical impacts of technology related to the birth of a child (e.g., infertility issues, surrogacy, selective abortion due to health of unborn child or multiple births, stem cell usage, and others)

Domain 3 – Growth and Development of Children

Core Standard 3 Analyze human growth and development from prenatal through age three.

Standards

- CD-3.1 Survey the history of child development, including prominent theorists
- CD-3.2 Examine physical, intellectual, emotional, social, and moral aspects of human growth and development of children across a range of birth through age 3
- CD-3.3 Investigate impacts of heredity and environment on prenatal and early childhood human growth and development
- CD-3.4 Assess effects of pre-pregnancy, prenatal, and postnatal nutrition on health and wellness of mother and child
- CD-3.5 Examine how gender, ethnicity, culture and life events relate to the child's development

Domain 4 – Child Care Giving and Nurturing Practices

Core Standard 4 Choose care giving practices and nurturing strategies that maximize growth and development of children.

Standards

- CD-4.1 Implement nurturing practices that support human growth and development of young children
- CD-4.2 Evaluate communication strategies that promote positive self-esteem in children
- CD-4.3 Apply current and emerging research on human growth and development, including brain research, to assess nurturing practices
- CD-4.4 Analyze impacts of abuse and neglect on children and families and identify methods of prevention
- CD-4.5 Examine nurturing practices unique to infants and young children with special needs

Domain 5 – Support Systems for Parents and Caregivers

Core Standard 5 Evaluate support systems that provide services for parents and caregivers.

Standards

- CD-5.1 Evaluate criteria for selecting and providing care and services, including preventative health care, for children
- CD-5.2 Explain the importance of friends, family, and community relationships in supporting parents and caregivers
- CD-5.3 Describe community resources, services, and opportunities that support parenting and nurturing
- CD-5.4 Analyze current laws, regulations, and policies related to parenting and care giving
- CD-5.5 Discuss careers that draw on knowledge of children, child development, and nurturing of children

Process Standards

Common Core Literacy Standards for Technical Subjects

Reading Standards for Literacy in Technical Subjects 9-10

The standards below begin at grade 9 and define what students should understand and be able to do by the end of grade 10. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations – the former providing broad standards, the latter providing additional specificity.

Key Ideas and Details

- 9-10.RT.1 Cite specific textual evidence to support analysis of technical texts, attending to the precise details of explanations or descriptions.
- 9-10.RT.2 Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
- 9-10.RT.3 Follow precisely a complex multistep procedure when performing technical tasks, attending to special cases or exceptions defined in the text.

Craft and Structure

- 9-10.RT.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific context relevant to *grades 9-10 texts*

and topics.

- 9-10.RT.5 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., *force, friction, reaction force, energy*).
- 9-10.RT.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

Integration of Knowledge and Idea

- 9-10.RT.7 Translate technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
- 9-10.RT.8 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a technical problem.
- 9-10.RT.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

Range of Reading and Level of Text Complexity

- 9-10.RT.10 By the end of grade 10, read and comprehend technical texts in the grades 9-10 text complexity band independently and proficiently

Writing Standards for Literacy in Technical Subjects 9-10

The standards below begin at grade 9 and define what students should understand and be able to do by the end of grade 10. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations – the former providing broad standards, the latter providing additional specificity.

Text Types and Purposes

- 9-10.WT.1 Write arguments focused on *discipline-specific content*.
- 9-10.WT.2 Write informative/explanatory texts, including technical processes.
- 9-10.WT.3 Students will not write narratives in technical subjects. *Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In technical, students must be able to write precise enough descriptions of the step-by-step procedures they use in their technical work that others can replicate them and (possibly) reach the same results.*

Production and Distribution of Writing

- 9-10.WT.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 9-10.WT.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- 9-10.WT.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

- 9-10.WT.7 Conduct short as well as more sustained research projects to answer a question

(including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

9-10.WT.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation

9-10.WT.9 Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

9-10.WT.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Career and Technical Student Organizations

Career and Technical Student Organizations are considered a powerful instructional tool when integrated into Career and Technical Education programs. They enhance the knowledge and skills students learn in a course by allowing a student to participate in a unique program of career and leadership development. Students should be encouraged to participate in a Career and Technical Student Organization, such as [FCCLA](#).