

HUMAN DEVELOPMENT: RESPONSIBLE LIFE CHOICES 1

ACADEMIC STANDARDS AND CURRICULUM RESOURCE

Course Code: 5834

Do you really know yourself? Has technology taken over your life to the point where you don't like to have a face to face conversation with another human being? Learn more about yourself by enrolling in Human Development: Responsible Life Choices 1. **Human Development: Responsible Life Choices 1** addresses development and wellness of individuals and families. Current information is provided about the physical, psychological, and emotional maturation process. Unit topics include interpersonal relationships, family life education, adolescent development, health and wellness, pregnancy and parenthood, and careers. This course includes requirements specified in the Comprehensive Health Education Act. Integration of 21st Century Skills, the Family and Consumer Sciences Pre-Professional Assessment Certification (Pre-PAC) competencies and the student organization, Family, Career and Community Leaders of America (FCCLA) greatly enhances this curriculum.

Credit: **1 unit (120 hours)**

National Assessment/Certification: Broad Field Family and Consumer Sciences
(Course)

Recommended grades: **9-12**

Prerequisite: **none**

Textbook Information: **<http://www.mysctextbooks.com/>**

Note: **Course content satisfies Comprehensive Education Act**
<http://www.scstatehouse.gov/code/t59c032.htm>

Employment Opportunities:

Secondary Education: Junior Recreational Counselor, Child Development Associate, Child Care Assistants/Workers, Sales Consultants, Consumer Goods or Services Retailing Representatives

Postsecondary Education: Admissions Officer or Counselor, Child Life Specialist, Children's Publishing, Crisis Center Specialist, Early Childhood/Preschool Teacher, Employment Interviewer/Recruiter, Health Educator, Human Services Worker, Infant Caregiver, Parent Educator, Parole Officer, Psychiatric Aide, Recreation Aide, Recreational Therapist, Research Assistant, Teacher, Youth Services Worker

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Postgraduate Education:

Administrator, Admissions Administrator, Adoption Agency Official, Career Consultant, Case Manager/Social Work/Child Protective Services, Child Librarian, Children's Public TV, Coordinator of Special Services/Director of Campus Activities, Early Childhood Center Director, Employee Assistance Program, Administrator, Gerontology Careers, Human Resources/Personnel Manager, Marriage and Family Therapist, Rehabilitation Counselor, Clinical Psychologist, Director of Career Planning, Health Psychologist

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COMPREHENSIVE HEALTH EDUCATION ACT

Section 59-32-5 Short title.

This may be cited as the “Comprehensive Health Education Act”

Section 59-32-10. Definitions.

As used in this chapter:

- 1) **“Comprehensive health education”** means health education in a school setting that is planned and carried out with the purpose of maintaining, reinforcing, or enhancing the health, health-related skills, and health attitudes and practices of children and youth that are conducive to good health and that promote wellness, health maintenance, and disease prevention. It includes age-appropriate, sequential instruction in health either as part of existing courses or as a special course.
- 3) **“Family life education”** means instruction intended to:
 - a) develop an understanding of the physical, mental, emotional, social, economic, and psychological aspects of close personal relationships and an understanding of the physiological, psychological, and cultural foundations of human development;
 - b) provide instruction that will support the development of responsible personal values and behavior and aid in establishing a strong family life for themselves in the future and emphasize the responsibilities of marriage.
 - c) Provide instruction as to the laws of this State relating to the sexual conduct of minors, including criminal sexual conduct.
- 4) **“Pregnancy prevention education”** means instruction intended to:
 - a) stress the importance of abstaining from sexual activity until marriage;
 - b) help students develop skills to enable them to resist peer pressure and abstain from sexual activity;
 - c) explain methods of contraception and the risks and benefits of each method. Abortion must not be included as a method of birth control. Instruction explaining the methods of contraception must not be included in any education program for grades kindergarten through fifth. Contraceptive information must be given in the context of future family planning.

Section 59-32-30. Local school boards to implement comprehensive health education program; guidelines and restrictions.

A) Pursuant to guidelines developed by the board, each local school board shall implement the following program of instruction:

- 3) Beginning with the 1989 –90 school year, at least one time during the four years of grades nine through twelve, each student shall receive instruction in comprehensive health education, including at least seven hundred fifty minutes of reproductive health education and pregnancy prevention education.
- 6) In grades nine through twelve, student must also be given appropriate instruction that adoption is a positive alternative.

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D) No contraceptive device or contraceptive medication may be distributed in or on the school grounds of any public elementary or secondary school. No school district may contract with contraceptive provider for their distribution in or on the school grounds. Except as to that instruction provided by this chapter relating to complications which may develop from all types of abortions, school district may not offer programs, instruction, or activities including abortion counseling, information about abortion services, or assist in obtaining abortion, and materials containing this information must not be distributed in schools. Nothing in this section prevents school authorities from referring student to a physician for medical reasons after making reasonable efforts to notify the student's parents or legal guardians or the appropriate court, if applicable.

E) Any course or instruction in sexually transmitted diseases must be taught within the reproductive health, family life, or pregnancy prevention education components, or it must be presented as a separate component.

F) Instruction in pregnancy prevention education must be presented separately to male and female students.

Section 59-32-50. Notice to parents; right to have child exempted from comprehensive health education program classes.

Pursuant to policies and guidelines adopted by the local school board, public school principals shall develop a method of notifying parents of students in relevant grades of the content of the instructional materials concerning reproductive health, family life, pregnancy prevention, and of their option to exempt their child from this instruction, and sexually transmitted diseases if instruction in the diseases is presented as a separate component. Notice must be provided sufficiently in advance of a student's enrollment in courses using these instructional materials to allow parents and legal guardians the opportunity to preview the materials and exempt their children.

A public school principal, upon receipt of a statement signed by a student's parent or legal guardian stating that participation by the student in the health education program conflicts with the family's beliefs, shall exempt that student from any portion or all of the units on reproductive health, family life, and pregnancy prevention where any conflicts occur. No student must be penalized as a result of an exemption. School districts shall use procedures to ensure that students exempted from the program by their parents or guardians are not embarrassed by the exemption.

Section 59-32-80. Penalty for teacher's violation of or refusal to comply with chapter.

Any teacher violating the provisions of this chapter or whom refuses to comply with the curriculum prescribed by the school board as provided by this chapter is subject to dismissal.

Section 59-32-90. Restriction on use of films, pictures or diagrams.

Films, pictures, or diagrams in any comprehensive health education program in public schools must be designed solely for the purpose of explaining bodily functions or the human reproduction process and may not include actual or simulated portrayals of sexual activities or sexual intercourse.

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Academic Standards (to be implemented in course specific standards):

English Language Arts

- A1.** The student will read and comprehend a variety of literary **texts** in print and nonprint formats (E4-1)
- A2.** The student will read and comprehend a variety of informational **texts** in print and nonprint formats. (E4-2)
- A3.** The student will use word analysis and vocabulary strategies to read fluently. (E4-3)
- A4.** The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of **voice**, and correct use of the conventions of written **Standard American English**. (E4-4)
- A5.** The student will write for a variety of purposes and **audiences**. (E4-5)
- A6.** The student will access and use information from a variety of sources. (E4-6)

Educational Technology

- A7.** Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. (ISTE 1)
- A8.** Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. (ISTE 2)
- A9.** Students apply digital tools to gather, evaluate, and use information. (ISTE 3)
- A10.** Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. (ISTE 4)
- A11.** Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. (ISTE 5)
- A12.** Students demonstrate a sound understanding of technology concepts, systems, and operations. (ISTE 6)

Health and Safety Education

- A13.** The student will comprehend concepts related to health promotion to enhance health. (HSE-1)
- A14.** The student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (HSE-2)
- A15.** The student will demonstrate the ability to access valid information and products and services to enhance health. (HSE-3)
- A16.** The student will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (HSE-4)
- A17.** The student will demonstrate the ability to use decision-making skills to enhance health. (HSE-5)
- A18.** The student will demonstrate the ability to use goal-setting skills to enhance health. (HSE-6)
- A19.** The student will demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks. (HSE-7)
- A20.** The student will demonstrate the ability to advocate for personal, family, and consumer health. (HSE-8)

Elementary Algebra

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A21. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. (EA-1)

A22. The student will demonstrate through the mathematical processes an understanding of the Real number system and operations involving exponents, matrices, and algebraic expressions. (EA-2)

A23. The student will demonstrate through the mathematical processes an understanding of relationships and functions. (EA-3)

Intermediate Algebra

A24. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. (IA-1)

A25. The student will demonstrate through the mathematical processes an understanding of quadratic equations and the complex number system. (IA-3)

A26. The student will demonstrate through the mathematical processes an understanding of algebraic expressions and nonlinear functions. (IA-4)

Geometry

A27. The student will understand and utilize the mathematical processes of Problem solving, reasoning and proof, communication, connections, and representation. (G-1)

A28. The student will demonstrate through the mathematical processes an understanding of the properties of basic geometric figures and the relationships between and among them. (G-2)

Precalculus

A29. The student will understand and utilize the mathematical processes of Problem solving, reasoning and proof, communication, connections, and Representation. (PC-1)

Data Analysis and Probability

A30. The student will understand and utilize the mathematical processes of Problem solving, reasoning and proof, communication, connections, and representation. (DA-1)

A31. The student will demonstrate through the mathematical processes an understanding of the design of a statistical study. (DA-2)

A32. The student will demonstrate through the mathematical processes an understanding of the methodology for collecting, organizing, displaying, and interpreting data. (DA-3)

A33. The student will demonstrate through the mathematical processes an understanding of basic statistical methods of analyzing data. (DA-4)

A34. The student will demonstrate through the mathematical processes an understanding of the basic concepts of probability. (DA-5)

Global Studies

A35. The student will demonstrate an understanding of life in the classical civilizations and the contributions that these civilizations have made to the modern world. (GS-1)

A36. The student will demonstrate an understanding of the social, political, geographic, and economic changes that took place in Africa, Asia, Europe, and the Americas from the time of the Byzantine Empire through the Middle Ages. (GS-2)

A37. The student will demonstrate an understanding of the influence of the Western world in

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the spread of new ideas that took place from the Renaissance through the eighteenth century (GS-3)

A38. The student will demonstrate an understanding of the effects of the economic, geographic, and political interactions that took place throughout the world during the nineteenth century. (GS-4)

A39. The student will demonstrate an understanding of the effects of economic, geographic, and political interactions that have taken place throughout the world from the period of the Cold War to the present day. **(GS-6)**

United States Government

A40. The student will demonstrate an understanding of the United States government—its origins and its functions. (USG-1)

A41. The student will demonstrate an understanding of the establishment of the United States as a new nation. (USHC-2)

A42. The student will demonstrate an understanding of the causes and the course of the Civil War and Reconstruction in America. (USHC-4)

A43. The student will demonstrate an understanding of the concept of personal and civic rights and responsibilities and the role of the citizen in American democracy. (USG-5)

A44. The student will demonstrate an understanding of foreign developments that contributed to the United States' emergence as a world power in the twentieth century. (USHC-6)

A45. The student will demonstrate an understanding of the economic boom-and-bust in America in the 1920s and 1930s, its resultant political instability, and the subsequent worldwide response. (USHC-7)

A46. The student will demonstrate an understanding of the impact of World War II on United States' foreign and domestic policies. (USHC-8)

A47. The student will demonstrate an understanding of the social, economic, and political events that impacted the United States during the Cold War era. (USHC-9)

A48. The student will demonstrate an understanding of developments in foreign policy and economics that have taken place in the United States since the fall of the Soviet Union and its satellite states in 1992. (USHC-10)

United States Government

A49. The student will demonstrate an understanding of the United States government—its origins and its functions. (USG-1)

A50. The student will demonstrate an understanding of the foundations of the American republic—its basic democratic principles and its political systems. (USG-2)

A51. The student will demonstrate an understanding of the continuing role of the United States Constitution in the defining and shaping of American government and society. (USG-3)

A52. The student will demonstrate an understanding of the United States' relations with other nation-states and its role in world affairs. (USG-4)

A53. The student will demonstrate an understanding of the concept of personal and civic rights and responsibilities and the role of the citizen in American democracy. (USG-5)

Economics

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A54. The student will demonstrate an understanding of how scarcity and choice impact the economic activity of individuals, families, communities, and nations. (ECON-1)

A55. The student will demonstrate an understanding of markets and the role of supply and demand in determining price and resource allocation. (ECON-2)

A56. The student will demonstrate an understanding of the sources of income and growth in a free-enterprise economy. (ECON-3)

A57. The student will demonstrate an understanding of personal economic decision making to maximize the net benefits of personal income. (ECON-4)

A58. The student will demonstrate an understanding of the various economic institutions of a market economy. (ECON-5)

A59. The student will demonstrate an understanding of the roles that federal, state, and local governments play in the operation of markets in the United States. (ECON-6)

A60. The student will demonstrate an understanding of the national economy and economic policies in the United States. (ECON-7)

A61. The student will demonstrate an understanding of the principles of trade and economic development. (ECON-8)

Physical Science

A62. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. (PS-1)

A63. The student will demonstrate an understanding of various properties and classifications of matter. (PS-2)

A64. The student will demonstrate an understanding of chemical reactions and the classifications, structures, and properties of chemical compounds. (PS-4)

A65. The student will demonstrate an understanding of the nature, conservation, and transformation of energy. (PS-5)

Biology

A66. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. (B-1)

A67. The student will demonstrate an understanding of the structure and function of cells and their organelles. (B-2)

A68. The student will demonstrate an understanding of the flow of energy within and between living systems. (B-3)

A69. The student will demonstrate an understanding of the molecular basis of heredity. (B-4)

A70. The student will demonstrate an understanding of biological evolution and the diversity of life. (B-5)

A71. The student will demonstrate an understanding of the interrelationships among organisms and the biotic and abiotic components of their environments. (B-6)

Chemistry

A72. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. (C-1)

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A73. The student will demonstrate an understanding of the structures and classifications of chemical compounds. (C-3)

A74. The student will demonstrate an understanding of the types, the causes, and the effects of chemical reactions. (C-4)

A75. The student will demonstrate an understanding of the nature and properties of various types of chemical solutions. (C-6)

Physics

A76. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. (P-1)

A77. The student will demonstrate an understanding of the conservation, transfer, and transformation of mechanical energy. (P-3)

A78. The student will demonstrate an understanding of the properties and behaviors of sound. (P-6)

Earth Science

A79. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. (ES-1)

A80. Students will demonstrate an understanding of the structure and properties of the universe. (ES-2)

A81. The student will demonstrate an understanding of the dynamics of Earth's atmosphere. (ES-4)

A82. The student will demonstrate an understanding of Earth's freshwater and ocean systems. (ES-5)

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B. INTERPERSONAL RELATIONSHIPS

B1. Evaluate communication skills that contribute to positive relationships.

1. Evaluate communication with others.
2. Define self-expression.
3. Apply the decision-making process.
4. Analyze the impact of technology on communication.
5. Identify observable behaviors that are clear examples of positive character traits.

C. FAMILY LIFE EDUCATION

C1. Analyze the function of the family in providing a nurturing environment.

1. Explain the roles and responsibilities of family members.
2. Examine physical, psychological, social, emotional, and cultural influences on family relationships.
3. Analyze influence of values (personal, family, societal) on individuals in establishing a strong family life.
4. Identify laws relating to sexual conduct of minors including criminal sexual conduct.
5. Explain the importance of providing a safe and healthy environment for families.

D. ADOLESCENCE DEVELOPMENT

D1. Analyze factors that affect adolescent growth and development.

1. Identify factors that affect human growth and development.
2. Identify growth patterns and pattern changes.
3. Categorize developmental tasks.
4. Examine conditions that affect behavior.
5. Analyze guidelines for appropriate dating.

E. HEALTH AND WELLNESS

E1. Evaluate factors that promote comprehensive health education.

1. Define comprehensive health.
2. Identify factors that promote comprehensive health.
3. Promote healthy lifestyles.
4. Differentiate healthy versus unhealthy attitudes.
5. Examine prevention, symptoms, and treatments of STIs and STDs.

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E2. Analyze components of reproductive health education.

1. Distinguish between the male and female anatomy.
2. Summarize how genetic traits are passed from one generation to another.
3. Examine how the menstrual cycle affects reproductive health.
4. Identify family planning methods.
5. Explain the benefits of abstinence.
6. Identify the three stages of fetal development.
7. Describe the birthing process.
8. Identify various genetic and environmental birth defects.

F. PREGNANCY AND PARENTHOOD

F1. Assess the responsibilities of pregnancy and parenthood.

1. Identify consequences of teenage pregnancy.
2. Analyze health risks to mother and baby during pregnancy.
3. Identify necessary skills and responsibilities of parents.
4. Examine multiple roles of parents/caregivers.
5. Explain impact of teen parenting on education.
6. Identify resources/assistance available to teen parents.
7. Investigate adoption as an alternative.

G. CAREERS

G1. Explore careers in human development.

1. Determine education and training requirements.
2. Identify earning potential for careers in human development.
3. Create portfolio.
4. Research professional organizations.

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A. Academic Standards (to be implemented in course specific standards):

English Language Arts

<http://ed.sc.gov/agency/programs-services/59/documents/StateBoardApprovedFinalMay14.pdf>

SC Standard A1. Reading: Understanding and Using Literary Texts The student will read and comprehend a variety of literary text in print and non-print format. **(SC E1-4.1)**

- Compare/contrast ideas within and across literary text to make inferences.
- Create responses to literary text through a variety of methods (for example written works, oral and auditory presentation, discussions, media productions, and the visual and performing arts).
- Read independently for extended periods of time for pleasure.

Common Core Alignments – Anchor Standards:

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf

READING STANDARDS – PAGE 35

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

WRITING STANDARDS – PAGE 41

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

SPEAKING AND LISTENING – PAGE 48

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

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Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

LANGUAGE – PAGE 51

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SC Standard A2. Reading: Understanding And Using Informational Text The student will read and comprehend a variety of informational texts in print and non-print. **(SC E1-4.2)**

- Compare/contrast information within and across texts to draw conclusions and make inferences.
- Create responses to informational texts through a variety of methods (for example, drawings, written works, oral and auditory presentation, discussions, and media productions)
- Read independently for extended periods of time to gain information.
- Analyze information from graphic features (charts and graphs) in informational texts.

Common Core Alignments – Anchor Standards:

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf

READING STANDARDS – PAGE 35

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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Range of Reading and Level of Text Complexity

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WRITING STANDARDS

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1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SC Standard A3 Reading: Building Vocabulary The student will use word analysis and vocabulary strategies to read fluently. **(SC E1-4.3)**

- Use context clues to determine the meaning of technical terms and other unfamiliar words.
- Interpret euphemisms (the substitute of a mild and pleasant expression for a harsh and blunt one) and connotations (the implicit, rather than the explicit meaning of a word) of words to understand the meaning of a given text.

HUMAN DEVELOPMENT: RESPONSIBLE LIFE CHOICES 1

ACADEMIC STANDARDS AND CURRICULUM RESOURCE

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Common Core Alignments – Anchor Standards:

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf

READING STANDARDS – PAGE 35

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

LANGUAGE – PAGE 51

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SC Standard A4. Writing: Developing Written Communications The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English. **(SC E1-4.4)**

- Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.
- Use complete sentences in a variety of types (including simple, compound, complex, and compound-complex).
- Use grammatical conventions of written Standard American English.
- Edit written pieces for correct use of Standard American English including reinforcement of the mechanics previously taught.

Common Core Alignments – Anchor Standards:

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf

WRITING STANDARDS – PAGE 41

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

HUMAN DEVELOPMENT: RESPONSIBLE LIFE CHOICES 1

ACADEMIC STANDARDS AND CURRICULUM RESOURCE

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Range of Writing

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

LANGUAGE – PAGE 51

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SC Standard A5. Writing: Producing Written Communications in a Variety Of forms

The student will write for a variety of purposes and audiences. **(SC E1-4.5)**

- Create informational pieces that use language appropriate for the specific audience.
- Create technical pieces that use clear and precise language appropriate for the purpose and audience.
- Compose effective pieces of writing to respond to prompts in “on demand” situations.
- Create descriptions for use in other modes of written works (for example, personal essays, travel writing, or restaurant reviews) that use sensory images and vivid word choice.

Common Core Alignments – Anchor Standards:

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf

WRITING STANDARDS – PAGE 41

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

HUMAN DEVELOPMENT: RESPONSIBLE LIFE CHOICES 1

ACADEMIC STANDARDS AND CURRICULUM RESOURCE

Course Code: 5834

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

LANGUAGE – PAGE 51

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SC Standard A6. Researching: Applying The Skills Of Inquiry And Oral Communication

The student will access and use information from a variety of sources. **(SC E1-4.6)**

- Clarify and refine a research topic.
- Use vocabulary including Standard American English that is appropriate for the particular audience or purpose.
- Use a variety of print and electronic reference materials.
- Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.
- Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.
- Create written works, oral and auditory presentations, and visual presentations that are designed for a specific audience and purpose.
- Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and organizing information.

Common Core Alignments – Anchor Standards:

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf

WRITING STANDARDS – PAGE 41

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

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Course Code: 5834

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

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

SPEAKING AND LISTENING – PAGE 48

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

LANGUAGE – PAGE 51

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

HUMAN DEVELOPMENT: RESPONSIBLE LIFE CHOICES 1

ACADEMIC STANDARDS AND CURRICULUM RESOURCE

Course Code: 5834

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

NATIONAL EDUCATIONAL TECHNOLOGY STANDARDS FOR STUDENTS (NETS.S):

<http://www.iste.org/docs/pdfs/nets-s-standards.pdf?sfvrsn=2>

Educational Technology

A7. Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. (ISTE-1)

Indicator(s):

- Apply existing knowledge to generate new ideas, products, or processes.
- Create original works as a means of personal or group expression.
- Use models and simulations to explore complex systems and issues.
- Identify trends and forecast possibilities.

A8. Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. (ISTE-2)

Indicator(s):

- Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- Develop cultural understanding and global awareness by engaging with learners of other cultures.
- Contribute to project teams to produce original works or solve problems.

A9. Students apply digital tools to gather, evaluate, and use information. (ISTE-3)

Indicator(s):

- Plan strategies to guide inquiry.
- Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

HUMAN DEVELOPMENT: RESPONSIBLE LIFE CHOICES 1

ACADEMIC STANDARDS AND CURRICULUM RESOURCE

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- Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- Process data and report results.

A10. Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. (ISTE-4)

Indicator(s):

- Identify and define authentic problems and significant questions for investigation.
- Plan and manage activities to develop a solution or complete a project.
- Collect and analyze data to identify solutions and/or make informed decisions.
- Use multiple processes and diverse perspectives to explore alternative solutions.

A11. Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. (ISTE-5)

Indicator(s):

- Advocate and practice safe, legal, and responsible use of information and technology.
- Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- Demonstrate personal responsibility for lifelong learning.
- Exhibit leadership for digital citizenship.

A12. Students demonstrate a sound understanding of technology concepts, systems, and operations. (ISTE-6)

Indicator(s):

- Understand and use technology systems.
- Select and use applications effectively and productively.
- Troubleshoot systems and applications.
- Transfer current knowledge to learning of new technologies.

NETS for Students:

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ACADEMIC STANDARDS FOR HEALTH AND SAFETY EDUCATION

<http://ed.sc.gov/agency/se/Teacher-Effectiveness/Standards-and-Curriculum/documents/2009HealthEducationStandards.pdf>

Health and Safety Education

A13. The student will comprehend concepts related to health promotion to enhance health. (HSE-1)

Indicator(s):

- Discuss situations that may require professional mental, emotional, and social health services.
- Discuss the characteristics of healthy relationships.
- Discuss the stages of loss and grief.

HUMAN DEVELOPMENT: RESPONSIBLE LIFE CHOICES 1

ACADEMIC STANDARDS AND CURRICULUM RESOURCE

Course Code: 5834

- Analyze the signs of depression and self-destructive behaviors(including potential risks of suicide).
- Identify causes of stress and other common mental health issues.
- List common **first aid** procedures for a given scenario.
- Identify the characteristics of an abusive relationship.
- Assess the effects of violence on individuals, school, and community.
- Describe laws and regulations related to safety and personal injury (including bullying, **dating violence**, participating in gang activity, driving a motorized vehicle.)
- Discuss ways to reduce the risk of intentional and unintentional injuries in the home, school, community, workplace, and roadways.
- Discuss the benefits of avoiding **ATOD**.
- Examine the impact of **ATOD** use and abuse on the individual, his or her family, and society as a whole.
- Describe the cycle of **ATOD** addiction as it relates to individuals and families.
- Examine the effects of **ATOD** on fetal development.
- Describe physical, social, and emotional changes that occur during adolescence.
- Examine health issues that are specifically related to the male and female reproductive systems (for example, self-examination).
- Examine health issues that are specifically related to the male and female reproductive systems (for example, self-examination).
- Describe the benefits of **abstinence**.
- Identify the benefits, effectiveness, and risks of pregnancy-prevention methods.
- Explain methods for the prevention of **STIs/STDs, HIV, and AIDS**.
- Identify signs and symptoms of **STIs/STDs, HIV, and AIDS**.
- Discuss methods of treatment for **STIs/STDs, HIV, and AIDS**.
- Evaluate the impact of **STIs/STDs, HIV, and AIDS** on individuals, families, and society.
- Describe the scientific processes of fertilization, pregnancy, fetal development, and childbirth.
- Evaluate the impact of adolescent pregnancy on individuals, families, and communities.
- Explore the benefits of adoption.
- Discuss South Carolina laws relating to the sexual conduct of minors, including criminal sexual conduct.
- Differentiate between risk-taking and health-promoting behaviors.
- Evaluate his or her personal susceptibility to injury, illness, or death on the basis of genetics, family history, and health behaviors.
- Evaluate strategies for the prevention and treatment of communicable and chronic diseases.
- Explain the connection between personal health and access to health care, including dental care.
- Examine ways that the environment and personal health are interrelated.

HUMAN DEVELOPMENT: RESPONSIBLE LIFE CHOICES 1

ACADEMIC STANDARDS AND CURRICULUM RESOURCE

Course Code: 5834

- Evaluate the relationship between his or her own nutritional intake and overall physical, social, and mental health.
- Explain how the federal dietary guidelines are useful in planning healthy diets.
- Evaluate the benefits of daily moderate to vigorous physical activity.
- Describe the importance of healthy eating and physical activity in maintaining good health, including oral health.

A14. The student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (HSE-2)

Indicator(s):

- Describe ways that environmental factors can affect the health of the community.
- Examine ways that public health policies, government regulations, and socioeconomic issues affect health promotion and disease prevention.
- Examine ways that the media, advertising, and marketing practices affect the nutrition and physical activity level of individuals.
- Analyze ways that the family, peers, culture, and the media influence the mental, emotional, and social health of individuals.
- Analyze the influence of family, peers, culture, the media, technology, and other factors on health behaviors.

A15. The student will demonstrate the ability to access valid information and products and services to enhance health. (HSE-3)

- Access **valid** mental, emotional, and social health information and services for him- or herself and others.
- Access information and local services about safety and the prevention of violence.
- Access **valid** information and resources to assist him or her in dealing with **ATOD** issues.
- Access local resources for promoting reproductive health (for example, self-examination, ob-gyn, urologist, state or county health department).
- Access local resources to help a survivor recover from sexual violence or abuse.
- Analyze the cost and accessibility of local health care services, including dental care.
- Locate and analyze local opportunities for physical activity.
- Analyze local sources of **valid** information on nutrition and physical activity (for example, school policy, legislation, economics).
- Locate community programs and services that help others gain access to affordable healthy foods.

A16. The student will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (HSE-4)

Indicator(s):

- Demonstrate ways to communicate care, consideration, and respect for him- or herself and others.

HUMAN DEVELOPMENT: RESPONSIBLE LIFE CHOICES 1

ACADEMIC STANDARDS AND CURRICULUM RESOURCE

Course Code: 5834

A17. The student will demonstrate the ability to use decision-making skills to enhance health. (HSE-5)

Indicator(s):

- Justify when individual or collaborative decision making is appropriate.
- Distinguish healthy from unhealthy foods on a variety of restaurant menus.
- Determine when it is necessary to seek help and/or to leave an unhealthy relationship or situation.

A18. The student will demonstrate the ability to use goal-setting skills to enhance health. (HSE-6)

Indicators

- Develop and implement a personal stress management plan.

A19. The student will demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks. (HSE-7)

Indicator(s):

- Demonstrate a variety of health practices and behaviors that will maintain or improve the health of him- or herself and others.
- Develop injury prevention and treatment strategies for personal and family health.
- Demonstrate strategies for solving interpersonal conflicts without harming him- or herself or others.

A20. The student will demonstrate the ability to advocate for personal, family, and consumer health. (HSE-8)

Indicator(s):

- Advocate for disaster preparedness in the home, school, and community.
- Advocate for the promotion and protection of a healthy environment.
- Examine ways to encourage others to make healthy eating choices and to increase their level of physical activity.

MATHEMATICS ACADEMIC STANDARDS

<http://ed.sc.gov/agency/se/Teacher-Effectiveness/Standards-and-Curriculum/documents/2007MathematicsStandards.pdf>

Elementary Algebra

A21. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. (EA-1)

Indicator(s):

- Communicate a knowledge of algebraic relationships by using mathematical terminology appropriately.
- Apply algebraic methods to solve problems in real-world contexts.
- Demonstrate an understanding of algebraic relationships by using a variety of representations (including verbal, graphic, numerical, and symbolic).
- Understand how algebraic relationships can be represented in concrete models, pictorial models, and diagrams.

HUMAN DEVELOPMENT: RESPONSIBLE LIFE CHOICES 1

ACADEMIC STANDARDS AND CURRICULUM RESOURCE

Course Code: 5834

- Understand how to represent algebraic relationships by using tools such as handheld computing devices, spreadsheets, and computer algebra systems (CASs).

Common Core Alignments – MATHEMATICS | HIGH SCHOOL

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf

MATHEMATICS | HIGH SCHOOL—ALGEBRA – PAGE 63

Seeing Structure in Expressions

- Interpret the structure of expressions
- Write expressions in equivalent forms to solve problems

Arithmetic with Polynomials and Rational Expressions

- Perform arithmetic operations on polynomials
- Understand the relationship between zeros and factors of polynomials
- Use polynomial identities to solve problems
- Rewrite rational expressions

Creating Equations

- Create equations that describe numbers or relationships

Reasoning with Equations and Inequalities

- Understand solving equations as a process of reasoning and explain the reasoning
- Solve equations and inequalities in one variable
- Solve systems of equations
- Represent and solve equations and inequalities graphically

A22. The student will demonstrate through the mathematical processes an understanding of the Real number system and operations involving exponents, matrices, and algebraic expressions. (EA-2)

Indicator(s):

- Exemplify elements of the real number system (including integers, rational numbers, and irrational numbers).
- Apply the laws of exponents and roots to solve problems.
- Carry out a procedure to perform operations (including multiplication and division) with numbers written in scientific notation.
- Use dimensional analysis to convert units of measure within a system.
- Carry out a procedure using the properties of real numbers (including commutative, associative, and distributive) to simplify expressions.
- Carry out a procedure to evaluate an expression by substituting a value for the variable.
- Carry out a procedure (including addition, subtraction, multiplication, and division by a monomial) to simplify polynomial expressions.

Common Core Alignments – MATHEMATICS | HIGH SCHOOL

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf

MATHEMATICS | HIGH SCHOOL—ALGEBRA – PAGE 63

Seeing Structure in Expressions

- Interpret the structure of expressions
- Write expressions in equivalent forms to solve problems

Arithmetic with Polynomials and Rational Expressions

HUMAN DEVELOPMENT: RESPONSIBLE LIFE CHOICES 1

ACADEMIC STANDARDS AND CURRICULUM RESOURCE

Course Code: 5834

- Perform arithmetic operations on polynomials
- Understand the relationship between zeros and factors of polynomials
- Use polynomial identities to solve problems
- Rewrite rational expressions

Creating Equations

- Create equations that describe numbers or relationships

Reasoning with Equations and Inequalities

- Understand solving equations as a process of reasoning and explain the reasoning
- Solve equations and inequalities in one variable
- Solve systems of equations
- Represent and solve equations and inequalities graphically

A23. The student will demonstrate through the mathematical processes an understanding of relationships and functions. (EA-3)

Indicator(s):

- Classify a relationship as being either a function or not a function when given data as a table, set of ordered pairs, or graph.
- Use function notation to represent functional relationships.
- Carry out a procedure to evaluate a function for a given element in the domain.

Common Core Alignments – MATHEMATICS | HIGH SCHOOL

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf

MATHEMATICS | HIGH SCHOOL—ALGEBRA – PAGE 63

Seeing Structure in Expressions

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Arithmetic with Polynomials and Rational Expressions

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- Understand the relationship between zeros and factors of polynomials
- Use polynomial identities to solve problems
- Rewrite rational expressions

Creating Equations

- Create equations that describe numbers or relationships

Reasoning with Equations and Inequalities

- Understand solving equations as a process of reasoning and explain the reasoning
- Solve equations and inequalities in one variable
- Solve systems of equations
- Represent and solve equations and inequalities graphically

Intermediate Algebra

A24. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. (IA-1)

Indicator(s):

- Apply algebraic methods to solve problems in real-world contexts.

HUMAN DEVELOPMENT: RESPONSIBLE LIFE CHOICES 1

ACADEMIC STANDARDS AND CURRICULUM RESOURCE

Course Code: 5834

- Understand how to represent algebraic relationships by using tools such as handheld computing devices, spreadsheets, and computer algebra systems (CASs).
- Communicate a knowledge of algebraic relationships by using mathematical terminology appropriately.
- Apply algebraic methods to solve problems in real-world contexts.
- Demonstrate an understanding of algebraic relationships by using a variety of representations (including verbal, graphic, numerical, and symbolic).
- Understand how algebraic relationships can be represented in concrete models, pictorial models, and diagrams.
- Understand how to represent algebraic relationships by using tools such as handheld computing devices, spreadsheets, and computer algebra systems (CASs).

Common Core Alignments – MATHEMATICS | HIGH SCHOOL

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf

MATHEMATICS | HIGH SCHOOL—ALGEBRA – PAGE 63

Seeing Structure in Expressions

- Interpret the structure of expressions
- Write expressions in equivalent forms to solve problems

Arithmetic with Polynomials and Rational Expressions

- Perform arithmetic operations on polynomials
- Understand the relationship between zeros and factors of polynomials
- Use polynomial identities to solve problems
- Rewrite rational expressions

Creating Equations

- Create equations that describe numbers or relationships

Reasoning with Equations and Inequalities

- Understand solving equations as a process of reasoning and explain the reasoning
- Solve equations and inequalities in one variable
- Solve systems of equations
- Represent and solve equations and inequalities graphically

A25. The student will demonstrate through the mathematical processes an understanding of quadratic equations and the complex number system. (IA-3)

Indicator(s):

- Carry out a procedure to simplify expressions involving powers of i .
- Carry out a procedure to perform operations with complex numbers (including addition, subtraction, multiplication, and division).
- Carry out a procedure to solve quadratic equations algebraically (including factoring, completing the square, and applying the quadratic formula).
- Use the discriminant to determine the number and type of solutions of a quadratic equation.
- Analyze given information (including quadratic models) to solve contextual problems.
- Carry out a procedure to write an equation of a quadratic function when given its roots.

HUMAN DEVELOPMENT: RESPONSIBLE LIFE CHOICES 1

ACADEMIC STANDARDS AND CURRICULUM RESOURCE

Course Code: 5834

Common Core Alignments – MATHEMATICS | HIGH SCHOOL

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf

MATHEMATICS | HIGH SCHOOL—ALGEBRA – PAGE 63

Seeing Structure in Expressions

- Interpret the structure of expressions
- Write expressions in equivalent forms to solve problems

Arithmetic with Polynomials and Rational Expressions

- Perform arithmetic operations on polynomials
- Understand the relationship between zeros and factors of polynomials
- Use polynomial identities to solve problems
- Rewrite rational expressions

Creating Equations

- Create equations that describe numbers or relationships

Reasoning with Equations and Inequalities

- Understand solving equations as a process of reasoning and explain the reasoning
- Solve equations and inequalities in one variable
- Solve systems of equations
- Represent and solve equations and inequalities graphically

A26. The student will demonstrate through the mathematical processes an understanding of algebraic expressions and nonlinear functions. (IA-4)

Indicator(s):

- Carry out a procedure to perform operations (including multiplication, exponentiation, and division) with polynomial expressions.
- Carry out a procedure to solve polynomial equations (including factoring by grouping, factoring the difference between two squares, factoring the sum of two cubes, and factoring the difference between two cubes).

Common Core Alignments – MATHEMATICS | HIGH SCHOOL

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf

MATHEMATICS | HIGH SCHOOL—ALGEBRA – PAGE 63

Seeing Structure in Expressions

- Interpret the structure of expressions
- Write expressions in equivalent forms to solve problems

Arithmetic with Polynomials and Rational Expressions

- Perform arithmetic operations on polynomials
- Understand the relationship between zeros and factors of polynomials
- Use polynomial identities to solve problems
- Rewrite rational expressions

Creating Equations

- Create equations that describe numbers or relationships

Reasoning with Equations and Inequalities

- Understand solving equations as a process of reasoning and explain the reasoning
- Solve equations and inequalities in one variable
- Solve systems of equations

HUMAN DEVELOPMENT: RESPONSIBLE LIFE CHOICES 1

ACADEMIC STANDARDS AND CURRICULUM RESOURCE

Course Code: 5834

- Represent and solve equations and inequalities graphically

Geometry

A27. The student will understand and utilize the mathematical processes of Problem solving, reasoning and proof, communication, connections, and representation. (G-1)

Indicator(s):

- Communicate knowledge of geometric relationships by using mathematical terminology appropriately.
- Demonstrate an understanding of how geometry applies to in real-world contexts (including architecture, construction, farming, and astronomy).
- Demonstrate an understanding of geometric relationships (including constructions through investigations by using a variety of tools such as straightedge, compass, Patty Paper, dynamic geometry software, and handheld computing devices).

Common Core Alignments – MATHEMATICS | HIGH SCHOOL

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf

MATHEMATICS | HIGH SCHOOL—GEOMETRY – PAGE 75

Congruence

- Experiment with transformations in the plane
- Understand congruence in terms of rigid motions
- Prove geometric theorems
- Make geometric constructions

Similarity, Right Triangles, and Trigonometry

- Understand similarity in terms of similarity transformations
- Prove theorems involving similarity
- Define trigonometric ratios and solve problems involving right triangles
- Apply trigonometry to general triangles

Circles

- Understand and apply theorems about circles
- Find arc lengths and areas of sectors of circles

Expressing Geometric Properties with Equations

- Translate between the geometric description and the equation for a conic section
- Use coordinates to prove simple geometric theorems algebraically

Geometric Measurement and Dimension

- Explain volume formulas and use them to solve problems
- Visualize relationships between two dimensional and three-dimensional objects

Modeling with Geometry

- Apply geometric concepts in modeling situations

A28. The student will demonstrate through the mathematical processes an understanding of the properties of basic geometric figures and the relationships between and among them. (G-2)

Indicator(s):

- Carry out a procedure to create geometric constructions (including the midpoint of a line segment, the angle bisector, the perpendicular bisector of a line segment, the line through a given point that is parallel to a given line, and the line through a given point that is perpendicular to a given line).

HUMAN DEVELOPMENT: RESPONSIBLE LIFE CHOICES 1

ACADEMIC STANDARDS AND CURRICULUM RESOURCE

Course Code: 5834

- Use scale factors to solve problems involving scale drawings and models.
- Use geometric probability to solve problems.

Common Core Alignments – MATHEMATICS | HIGH SCHOOL

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf

MATHEMATICS | HIGH SCHOOL—GEOMETRY – PAGE 75

Congruence

- Make geometric constructions

Circles

- Understand and apply theorems about circles

Geometric Measurement and Dimension

- Explain volume formulas and use them to solve problems
- Visualize relationships between two dimensional and three-dimensional objects

Modeling with Geometry

- Apply geometric concepts in modeling situations

Precalculus

A29. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. (PC-1)

Indicator(s):

- Apply algebraic methods to solve problems in real-world contexts.
- Judge the reasonableness of mathematical solutions.
- Demonstrate an understanding of algebraic and trigonometric relationships by using a variety of representations (including verbal, graphic, numerical, and symbolic).
- Understand how algebraic and trigonometric relationships can be represented in concrete models, pictorial models, and diagrams.
- Understand how to represent algebraic and trigonometric relationships by using tools such as handheld computing devices, spreadsheets, and computer algebra systems (CASs).

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MATHEMATICS | HIGH SCHOOL—NUMBER and QUANTITY – PAGE 59

The Real Number System

- Extend the properties of exponents to rational exponents
- Use properties of rational and irrational numbers.

Quantities

- Reason quantitatively and use units to solve problems

The Complex Number System

- Perform arithmetic operations with complex numbers
- Represent complex numbers and their operations on the complex plane
- Use complex numbers in polynomial identities and equations

Vector and Matrix Quantities

- Represent and model with vector quantities.

HUMAN DEVELOPMENT: RESPONSIBLE LIFE CHOICES 1

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Course Code: 5834

- Perform operations on vectors.
- Perform operations on matrices and use matrices in applications.

Data Analysis and Probability

A30. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. (DA-1)

Indicator(s):

- Execute procedures to conduct simple probability experiments and collect data by using manipulatives (including spinners, dice, cards, and coins).
- Execute procedures to find measures of probability and statistics by using tools such as handheld computing devices, spreadsheets, and statistical software.
- Execute procedures to conduct a simulation by using random number tables and/or technology (including handheld computing devices and computers).
- Design and conduct a statistical research project and produce a report that summarizes the findings.
- Apply the principles of probability and statistics to solve problems in real-world contexts.
- Communicate a knowledge of data analysis and probability by using mathematical terminology appropriately.
- Judge the reasonableness of mathematical solutions on the basis of the source of the data, the design of the study, the way the data are displayed, and the way the data are analyzed.
- Compare data sets by using graphs and summary statistics.

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MATHEMATICS | HIGH SCHOOL—GEOMETRY – PAGE 75

Congruence

- Experiment with transformations in the plane
- Understand congruence in terms of rigid motions
- Prove geometric theorems
- Make geometric constructions

Similarity, Right Triangles, and Trigonometry

- Understand similarity in terms of similarity transformations
- Prove theorems involving similarity
- Define trigonometric ratios and solve problems involving right triangles
- Apply trigonometry to general triangles

Circles

- Understand and apply theorems about circles
- Find arc lengths and areas of sectors of circles

Expressing Geometric Properties with Equations

- Translate between the geometric description and the equation for a conic section
- Use coordinates to prove simple geometric theorems algebraically

Geometric Measurement and Dimension

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- Explain volume formulas and use them to solve problems
- Visualize relationships between two dimensional and three-dimensional objects

Modeling with Geometry

- Apply geometric concepts in modeling situations

A31. The student will demonstrate through the mathematical processes an understanding of the design of a statistical study. (DA-2)

Indicator(s):

- Classify a data-collection procedure as a survey, an observational study, or a controlled experiment.
- Compare various random sampling techniques (including simple, stratified, cluster, and systematic).
- Analyze a data-collection procedure to classify the technique used as either simple cluster, systematic, or convenience sampling.
- Critique data-collection methods and describe how bias can be controlled.
- Judge which of two or more possible experimental designs will best answer a given research question.
- Generate a research question and design a statistical study to answer a given research question.

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MATHEMATICS | HIGH SCHOOL —STATISTICS AND PROBABILITY★-PAGE 80

Interpreting Categorical and Quantitative Data

- Summarize, represent, and interpret data on a single count or measurement variable
- Summarize, represent, and interpret data on two categorical and quantitative variables
- Interpret linear models

Making Inferences and Justifying Conclusions

- Understand and evaluate random processes underlying statistical experiments
- Make inferences and justify conclusions from sample surveys, experiments and observational studies

A32. The student will demonstrate through the mathematical processes an understanding of the methodology for collecting, organizing, displaying, and interpreting data. (DA-3)

Indicator(s):

- Use manipulatives, random number tables, and technology to collect data and conduct experiments and simulations.
- Organize and interpret data by using pictographs, bar graphs, pie charts, dot plots, histograms, time-series plots, stem-and-leaf plots, box-and-whiskers plots, and scatterplots.
- Select appropriate graphic display(s) from among pictographs, bar graphs, pie charts, dot plots, histograms, time-series plots, stem-and-leaf plots, box-and whiskers plots, and scatterplots when given a data set or problem situation.

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ACADEMIC STANDARDS AND CURRICULUM RESOURCE

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- Represent frequency distributions by using displays such as categorical frequency distributions/Pareto charts, histograms, frequency polygons, and cumulative frequency distributions/ogives.
- Classify a scatterplot by shape (including linear, quadratic, and exponential).
- Classify graphically and analytically the correlation between two variables as either positive, negative, or zero.
- Carry out a procedure to determine an equation of a trend line for a scatterplot exhibiting a linear pattern by using visual approximation.
- Carry out a procedure using technology to determine a line of best fit for a scatterplot exhibiting a linear pattern.
- Explain the meaning of the correlation coefficient r .
- Use interpolation or extrapolation to predict values based on the relationship between two variables.

Common Core Alignments – MATHEMATICS | HIGH SCHOOL

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf

MATHEMATICS | HIGH SCHOOL —STATISTICS AND PROBABILITY★-PAGE 80

Conditional Probability and the Rules of Probability

- Understand independence and conditional probability and use them to interpret data
- Use the rules of probability to compute probabilities of compound events in a uniform probability model

Using Probability to Make Decisions

- Calculate expected values and use them to solve problems
- Use probability to evaluate outcomes of decisions

A33. The student will demonstrate through the mathematical processes an understanding of basic statistical methods of analyzing data. (DA-4)

Indicator(s):

- Classify a variable as either discrete or continuous and as either categorical or quantitative.
- Use procedures and/or technology to find measures of central tendency (mean, median, and mode) for given data.
- Predict the effect of transformations of data on measures of central tendency, variability, and the shape of the distribution.
- Use procedures and/or technology to find measures of spread (range, variance, standard deviation, and interquartile range) and outliers for given data.
- Use procedures and/or technology to find measures of position (including median, quartiles, percentiles, and standard scores) for given data.
- Classify a distribution as either symmetric, positively skewed, or negatively skewed.
- Explain the significance of the shape of a distribution.
- Use a knowledge of the empirical rule to solve problems involving data that are distributed normally.
- Use control charts to determine whether a process is in control.

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HUMAN DEVELOPMENT: RESPONSIBLE LIFE CHOICES 1

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MATHEMATICS | HIGH SCHOOL —STATISTICS AND PROBABILITY★-PAGE 80

Using Probability to Make Decisions

- Calculate expected values and use them to solve problems
- Use probability to evaluate outcomes of decisions

A34. The student will demonstrate through the mathematical processes an understanding of the basic concepts of probability. (DA-5)

Indicator(s):

- Construct a sample space for an experiment and represent it as a list, chart, picture, or tree diagram.
- Use counting techniques to determine the number of possible outcomes for an event.
- Classify events as either dependent or independent.
- Categorize two events either as mutually exclusive or as not mutually exclusive of one another.
- Use the concept of complementary sets to compute probabilities.

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http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf

MATHEMATICS | HIGH SCHOOL —STATISTICS AND PROBABILITY★-PAGE 80

Using Probability to Make Decisions

- Calculate expected values and use them to solve problems
- Use probability to evaluate outcomes of decisions

SOCIAL STUDIES ACADEMIC STANDARDS

<http://ed.sc.gov/agency/se/Teacher-Effectiveness/Standards-and-Curriculum/documents/FINALAPPROVEDSSStandardsAugust182011.pdf>

Global Studies

A35. The student will demonstrate an understanding of life in the classical civilizations and the contributions that these civilizations have made to the modern world. (GS-1)

Indicator(s):

- Explain the rise and growth of Christianity during the classical era, including patterns of expansion across continents, the effects of diffusion on religious beliefs and traditions, and the influence of Christianity on culture and politics.
- Explain the impact of religion in classical Indian civilization, including Hinduism and the effects of its beliefs and practices on daily life, changes that occurred as a result of Buddhist teachings, and the influence of religion on culture and politics.

A36. The student will demonstrate an understanding of the social, political, geographic, and economic changes that took place in Africa, Asia, Europe, and the Americas from the time of the Byzantine Empire through the Middle Ages. (GS-2)

Indicator(s):

- Summarize the origins and expansion of Islam, including its basic beliefs, the emergence and the spread of an Islamic empire, the reasons for the split between Sunni and Shiite groups, and the changing role of women in the modern world.

HUMAN DEVELOPMENT: RESPONSIBLE LIFE CHOICES 1

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Course Code: 5834

- Analyze the social, political, and economic upheaval and recovery that occurred in Europe during the Middle Ages, including the plague and the subsequent population decline, the predominance of religion and the impact of the Crusades, and the increasing interregional trade.

A37. The student will demonstrate an understanding of the influence of the Western world in the spread of new ideas that took place from the Renaissance through the eighteenth century (GS-3)

Indicator(s):

- Compare the impact of the Renaissance and the Reformation on life in Europe, including changes in the status of women, the revolution in art and architecture, the causes and effects of divisions in religious affiliation, and the presence of social oppression and conflict.

A38. The student will demonstrate an understanding of the effects of the economic, geographic, and political interactions that took place throughout the world during the nineteenth century. (GS-4)

Indicator(s):

- Explain the economic and cultural impact of European involvement on other continents during the era of European expansion.

A39. The student will demonstrate an understanding of the effects of economic, geographic, and political interactions that have taken place throughout the world from the period of the Cold War to the present day. (GS-6)

Indicator(s):

- Compare the challenges and successes of the movements toward independence and democratic reform in various regions following World War II, including the role of political ideology, religion, and ethnicity in shaping governments and the course of independence and democratic movements in Africa, Asia, and Latin America.

United States History

A40. The student will demonstrate an understanding of the settlement of North America. (USHC-1)

Indicator(s):

- Summarize the distinct characteristics of each colonial region in the settlement and development of America, including religious, social, political, and economic differences.

A41. The student will demonstrate an understanding of the establishment of the United States as a new nation. (USHC-2)

Indicator(s):

- Summarize the origins and the evolution of the United States Supreme Court and the power it has today, including John Marshall's precedent-setting decisions such as that in *Marbury v. Madison*.

A42. The student will demonstrate an understanding of the causes and the course of the Civil War and Reconstruction in America. (USHC-4)

Indicator(s):

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- Compare the social and cultural characteristics of the North, the South, and the West during the antebellum period, including the lives of African Americans and social reform movements such as abolition and women's rights.
- Summarize the effects of Reconstruction on the southern states and the roles of the Thirteenth, Fourteenth, and Fifteenth Amendments in that era

A43. The student will demonstrate an understanding of major social, political, and economic developments that took place in the United States during the second half of the nineteenth century. (USHC-5)

Indicator(s):

- Summarize developments in business and industry, including the ascent of new industries, the rise of corporations through monopolies and corporate mergers, the role of industrial leaders such as John D. Rockefeller and Andrew Carnegie, the influence of business ideologies, and the increasing availability of consumer goods and the rising standard of living.
- Summarize the factors that influenced the economic growth of the United States and its emergence as an industrial power, including the abundance of natural resources; government support and protection in the form of tariffs, labor policies, and subsidies; and the expansion of international markets associated with industrialization.
- Analyze the rise of the labor movement, including the composition of the workforce of the country in terms of gender, race/ethnicity, and skills; working conditions for men, women, and children; and union protests and strikes and the government's reactions to these forms of unrest.
- Explain the causes and effects of urbanization in late nineteenth-century America, including the movement from farm to city, the continuation of the women's suffrage movement, and the migration of African Americans to the North and the Midwest.
- Explain the influx of immigrants into the United States in the late nineteenth century in relation to the specific economic, political, and social changes that resulted, including the growth of cities and urban ethnic neighborhoods, the restrictions on immigration that were imposed, and the immigrants' responses to the urban political machines.

A44. The student will demonstrate an understanding of foreign developments that contributed to the United States' emergence as a world power in the twentieth century. (USHC-6)

Indicator(s):

- Compare United States foreign policies in different regions of the world during the early twentieth century, including the purposes and effects of the Open Door policy with China, the United States role in the Panama Revolution, Theodore Roosevelt's "big stick diplomacy," William Taft's "dollar diplomacy," and Woodrow Wilson's "moral diplomacy."

A45. The student will demonstrate an understanding of the economic boom-and-bust in America in the 1920s and 1930s, its resultant political instability, and the subsequent worldwide response. (USHC-7)

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Indicator(s):

- Explain the social, cultural, and economic effects of scientific innovation and consumer financing options in the 1920s on the United States and the world, including the advent of aviation, the expansion of mass production techniques, the invention of new home appliances, and the role of transportation in changing urban life.
- Explain cultural responses to the period of economic boom-and-bust, including the Harlem Renaissance; new trends in literature, music, and art; and the effects of radio and movies.
- Explain the causes and effects of the social conflict and change that took place during the 1920s, including the role of women and their attainment of the right to vote, the “Red Scare” and the Sacco and Vanzetti case, the resurgence of the Ku Klux Klan, immigration quotas, Prohibition, and the Scopes trial.
- Explain the causes and effects of the stock market crash of 1929 and the Great Depression, including the disparity in incomes, limited government regulation, stock market speculation, and the collapse of the farm economy; wealth distribution, investment, and taxes; government policies and the Federal Reserve System; and the effects of the Depression on human beings and the environment.
- Compare the first and second New Deals as responses to the economic bust of the Great Depression, including the rights of women and minorities in the workplace and the successes, controversies, and failures of recovery and reform measures such as the labor movement.

A46. The student will demonstrate an understanding of the impact of World War II on United States’ foreign and domestic policies. (USHC-8)

Indicator(s):

- Summarize the impact of World War II and war mobilization on the home front, including war bond drives, rationing, the role of women and minorities in the workforce, and racial and ethnic tensions such as those caused by the internment of Japanese Americans.
- Explain the lasting impact of the scientific and technological developments in America after World War II, including new systems for scientific research, medical advances, improvements in agricultural technology, and resultant changes in the standard of living and demographic patterns.

A47. The student will demonstrate an understanding of the social, economic, and political events that impacted the United States during the Cold War era. (USHC-9)

Indicator(s):

- Explain the causes and effects of social and cultural changes in postwar America, including educational programs, expanding suburbanization, the emergence of the consumer culture, the secularization of society and the reemergence of religious conservatism, and the roles of women in American society.
- Explain the movements for racial and gender equity and civil liberties, including their initial strategies, landmark court cases and legislation, the roles of key civil rights

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advocates, and the influence of the civil rights movement on other groups seeking ethnic and gender equity.

A48. The student will demonstrate an understanding of developments in foreign policy and economics that have taken place in the United States since the fall of the Soviet Union and its satellite states in 1992.

Indicator(s):

- Summarize key economic issues in the United States since the fall of communist states, including recession, the national debt and deficits, legislation affecting organized labor and labor unions, immigration, and increases in economic disparity.

United States Government

A49. The student will demonstrate an understanding of the United States government—its origins and its functions. (USG-1)

Indicator(s):

- Summarize arguments for the necessity and purpose of government and politics, including the idea that politics enables a group of people with diverse opinions and interests to reach collective decisions, the idea that government gives people the security they need in order to reach their full potential, and the idea that the purposes of government include enhancing economic prosperity and providing for national security.
- Summarize differing ideas about the purposes and functions of law, including the “rule of law” and the “rule of man” and the idea that the “rule of law” protects not only individual rights but also the common good and summarize the sources of laws, including nature, social customs, legislatures, religious leaders, and monarchs
- Compare the characteristics of a limited and an unlimited government, including the idea that a civil society maintains a limited government: how a civil society provides the opportunity for individuals to associate for different purposes, how a civil society allows people to influence the government by means other than voting, how political and economic freedoms can limit government power, and how the government of a civil society differs from the governments in authoritarian and totalitarian regimes

A50. The student will demonstrate an understanding of the foundations of the American republic—its basic democratic principles and its political systems. (USG-2)

Indicator(s):

- Explain factors that have shaped the distinctive characteristics of American society, including the belief in limited government, religious freedom, diversity of the population, and relative social equality.

A51. The student will demonstrate an understanding of the continuing role of the United States Constitution in the defining and shaping of American government and society. (USG-3)

Indicator(s):

- Explain the organization and responsibilities of local and state governments, including the purposes and functions of state constitutions; reserved and concurrent powers in the states; the relationships among national, state, and local levels of government; and the structure and operation of South Carolina’s government.

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- Summarize the function of law in the American constitutional system, including the significance of the concept of the due process of law and the ways in which laws are intended to achieve fairness, the protection of individual rights, and the promotion of the common good.
- Summarize the process through which public policy is formed in the United States, including setting a public agenda and the role of political institutions, political parties, and special interest groups.

A52. The student will demonstrate an understanding of the United States' relations with other nation-states and its role in world affairs. (USG-4)

Indicator(s):

- Summarize ways in which United States foreign policy is formulated and carried out, including current foreign policy issues and security interests; the impact of foreign policy on individual citizens; the influence and exchange of political ideas between nations; and America's contributions to the world in politics, environmentalism, technology, science, humanitarianism, and culture.

A53. The student will demonstrate an understanding of the concept of personal and civic rights and responsibilities and the role of the citizen in American democracy. (USG-5)

Indicator(s):

- Classify the rights of United States citizens as personal, political, or economic and identify the significance and source of such rights and the conflicts that can arise when these rights are limited.
- Summarize commonly held personal and civic responsibilities and their significance in maintaining a democracy, including voting, serving as a juror, obeying the law, paying taxes, and serving in the military.
- Explain ways in which Americans can monitor and participate in politics and government, including engaging in political leadership or public service, analyzing and becoming informed about public issues and policy making, joining political parties and interest groups, voting, and volunteering in the community.
- Summarize character traits that are important to the preservation and improvement of American democracy, including dispositions that encourage citizens to act as independent members of society, that foster respect for individual worth and human dignity, and that engage the citizen in public affairs.

Economics

A54. The student will demonstrate an understanding of how scarcity and choice impact the economic activity of individuals, families, communities, and nations. (ECON-1)

Indicator(s):

- Illustrate the relationship between scarcity—limited resources and unlimited human wants—and the economic choices made by individuals, families, communities, and nations, including how families must budget their income and expenses, how people use psychological and intellectual resources to deal with scarcity, and how local political entities as well as nation-states use scarce resources to satisfy human wants.

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- Explain the concept of opportunity costs and how individuals, families, communities, and nations make economic decisions on that basis, including analyzing marginal costs and marginal benefits and assessing how their choices may result in trade-offs.
- Compare the four key factors of production—land, labor, capital, and entrepreneurship—and explain how they are used, including the specialization and division of labor that permits efficient use of scarce resources.

A55. The student will demonstrate an understanding of markets and the role of supply and demand in determining price and resource allocation. (ECON-2)

Indicator(s):

- Explain the law of supply and demand, including the relationships of critical determinants (e.g., consumer income, tastes, and preferences; technology; the price of inputs) and the effects of change on equilibrium, price, and quantity.
- Explain the nature and role of competition in a market economy, including the determination of market price through competition among buyers and sellers and the conditions that make industries more or less competitive, such as the effect of domestic and international competition and the quality, quantity, and price of products.
- Explain economic incentives that lead to the efficient use of resources, including monetary and nonmonetary incentives, the ways in which people change their behavior in response to incentives, the relationship of incentives to the laws of supply and demand, and the role of private property as an incentive in conserving and improving scarce resources.
- Explain the effect of shortages and surpluses in a market economy, including the effect of price controls (ceilings and floors) in causing shortages or surpluses, changes in the price of products as a result of surplus or shortage, and market mechanisms for eliminating shortages and surpluses and achieving market equilibrium.

A56. The student will demonstrate an understanding of the sources of income and growth in a free-enterprise economy. (ECON-3)

Indicator(s):

- Compare personal income distribution and functional income distribution, including how distribution of income affects public policy.
- Explain the role of entrepreneurs in a market economy, including the costs and benefits of being an entrepreneur, the expectation of profit as the incentive for entrepreneurs to accept business risks, and the effect of changes in taxation and government regulation on entrepreneurial decisions.
- Explain the causes and effects of economic growth, including the relationship between investment in human resources and in real capital, the alleviation of poverty, the increase in standards of living, and the creation of new employment opportunities.

A57. The student will demonstrate an understanding of personal economic decision making to maximize the net benefits of personal income. (ECON-4)

Indicator(s):

- Summarize types of personal economic decisions and choices that individuals make, including determining how to budget money; establishing short- and long-term

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financial goals and plans related to income, saving, and spending; utilizing loans and credit cards; and considering investment options.

- Explain influences on personal economic decision making and choices, including the effect of education, career choices, and family obligations on future income; the influence of advertising on consumer choices; the risks and benefits involved in short- and long-term saving and investment strategies; and the effect of taxation and interest rates on household consumption and savings.

A58. The student will demonstrate an understanding of the various economic institutions of a market economy. (ECON-5)

Indicator(s):

- Compare the significant characteristics of a market economy with those of traditional and command economies, including differences in the roles of the government, individual firms, and households in decision making; types of economic institutions; the extent of consumer sovereignty/choice; and the role of private property rights, competition, and the profit motive.

A59. The student will demonstrate an understanding of the roles that federal, state, and local governments play in the operation of markets in the United States. (ECON-6)

Indicator(s):

- Compare the various functions and roles of the government in the United States economy, including providing public goods, defining and enforcing property rights, correcting externalities and regulating markets, maintaining and promoting competition in the market, protecting consumers' rights, and redistributing income.
- Summarize major sources of government revenue, including taxation at the federal, state, and local levels and tax revenues from personal income and payroll taxes, sales taxes, and property taxes.

A60. The student will demonstrate an understanding of the national economy and economic policies in the United States. (ECON-7)

Indicator(s):

- Compare measures of economic health, including the gross domestic product, consumer price indexes, personal income, disposable income, rates of inflation and deflation, and unemployment rates.
- Explain the types of goods and services that are funded with government revenues, including national defense, road construction and repair, public safety, health care, payments on the national debt, and education.
- Contrast the costs and benefits of the American government's economic policies, including how policies designed to reduce unemployment may increase inflation and vice versa and how investment in factories, machinery, new technology, health education, and occupational training can raise standards of living.

A61. The student will demonstrate an understanding of the principles of trade and economic development. (ECON-8)

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Indicator(s):

- Explain the basic principles of international trade, including the worldwide distribution of resources, the concept of absolute and comparative advantages that leads to specialization and trade, and the concepts of balance of trade and balance of payments that are used to measure international trade.
- Summarize the outcomes of global trade, including gains made by individuals and nations through trade, increases in consumer choice and standard of living, and gains in production efficiency.

SCIENCE ACADEMIC STANDARDS

http://ed.sc.gov/agency/se/Teacher-Effectiveness/Standards-and-Curriculum/documents/sciencestandardsnov182005_001.pdf

Physical Science

A62. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. (PS-1)

Indicator(s):

- Use appropriate laboratory apparatuses, technology, and techniques safely and accurately when conducting a scientific investigation.
- Use scientific instruments to record measurement data in appropriate metric units that reflect the precision and accuracy of each particular instrument.
- Organize and interpret the data from a controlled scientific investigation by using mathematics (including formulas and dimensional analysis), graphs, models, and/or technology.
- Evaluate a technological design or product on the basis of designated criteria (including cost, time, and materials).
- Use appropriate safety procedures when conducting investigations.

A63. The student will demonstrate an understanding of various properties and classifications of matter. (PS-2)

Indicator(s):

- Infer the practical applications of organic and inorganic substances on the basis of their chemical and physical properties.
- Compare the properties of the four states of matter—solid, liquid, gas, and plasma—in terms of the arrangement and movement of particles.

A64. The student will demonstrate an understanding of chemical reactions and the classifications, structures, and properties of chemical compounds. (PS-4)

Indicator(s):

- Explain the role of bonding in achieving chemical stability.
- Explain how the process of covalent bonding provides chemical stability through the sharing of electrons.

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- Illustrate the fact that ions attract ions of opposite charge from all directions and form crystal lattices.
- Classify compounds as crystalline (containing ionic bonds) or molecular (containing covalent bonds) based on whether their outer electrons are transferred or shared.
- Predict the ratio by which the representative elements combine to form binary ionic compounds, and represent that ratio in a chemical formula.
- Distinguish between chemical changes (including the formation of gas or reactivity with acids) and physical changes (including changes in size, shape, color, and/or phase).
- Summarize characteristics of balanced chemical equations (including conservation of mass and changes in energy in the form of heat—that is, exothermic or endothermic reactions).
- Summarize evidence (including the evolution of gas; the formation of a precipitate; and/or changes in temperature, color, and/or odor) that a chemical reaction has occurred.
- Apply a procedure to balance equations for a simple synthesis or decomposition reaction.
- Recognize simple chemical equations (including single replacement and double replacement) as being balanced or not balanced.
- Explain the effects of temperature, concentration, surface area, and the presence of a catalyst on reaction rates.

A65. The student will demonstrate an understanding of the nature, conservation, and transformation of energy. (PS-5)

Indicator(s):

- Explain how the law of conservation of energy applies to the transformation of various forms of energy (including mechanical energy, electrical energy, chemical energy, light energy, sound energy, and thermal energy).
- Explain the factors that determine potential and kinetic energy and the transformation of one to the other. PS-6.2
- Explain work in terms of the relationship among the force applied to an object, the displacement of the object, and the energy transferred to the object. PS-6.3

Biology

A66. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. (B-1)

Indicator(s):

- Generate hypotheses based on credible, accurate, and relevant sources of scientific information.
- Use appropriate laboratory apparatuses, technology, and techniques safely and accurately when conducting a scientific investigation.
- Use scientific instruments to record measurement data in appropriate metric units that reflect the precision and accuracy of each particular instrument.

HUMAN DEVELOPMENT: RESPONSIBLE LIFE CHOICES 1

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- Design a scientific investigation with appropriate methods of control to test a hypothesis (including independent and dependent variables), and evaluate the designs of sample investigations.
- Organize and interpret the data from a controlled scientific investigation by using mathematics, graphs, models, and/or technology.
- Evaluate the results of a controlled scientific investigation in terms of whether they refute or verify the hypothesis.
- Evaluate a technological design or product on the basis of designated criteria (including cost, time, and materials).
- Compare the processes of scientific investigation and technological design.
- Use appropriate safety procedures when conducting investigations.

A67. The student will demonstrate an understanding of the structure and function of cells and their organelles. **B-2**

Indicator(s):

- Recall the three major tenets of cell theory (all living things are composed of one or more cells; cells are the basic units of structure and function in living things; and all presently existing cells arose from previously existing cells).
- Summarize the characteristics of the cell cycle: interphase (called G1, S, G2); the phases of mitosis (called prophase, metaphase, anaphase, and telophase); and plant and animal cytokinesis.
- Summarize how cell regulation controls and coordinates cell growth and division and allows cells to respond to the environment, and recognize the consequences of uncontrolled cell division.
- Explain the factors that affect the rates of biochemical reactions (including pH, temperature, and the role of enzymes as catalysts).

A68. The student will demonstrate an understanding of the flow of energy within and between living systems. **B-3**

Indicator(s):

- Summarize the basic aerobic and anaerobic processes of cellular respiration and interpret the chemical equation for cellular respiration.
- Recognize the overall structure of adenosine triphosphate (ATP)—namely, adenine, the sugar ribose, and three phosphate groups—and summarize its function (including the ATP-ADP [adenosine diphosphate] cycle).
- Summarize how the structures of organic molecules (including proteins, carbohydrates, and fats) are related to their relative caloric values.
- Summarize the functions of proteins, carbohydrates, and fats in the human body.
- Illustrate the flow of energy through ecosystems (including food chains, food webs, energy pyramids, number pyramids, and biomass pyramids).

A69. The student will demonstrate an understanding of the molecular basis of heredity. **B-4**

Indicator(s):

- Compare DNA and RNA in terms of structure, nucleotides, and base pairs.
- Summarize the relationship among DNA, genes, and chromosomes.

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Course Code: 5834

- Explain how DNA functions as the code of life and the blueprint for proteins.
- Summarize the basic processes involved in protein synthesis (including transcription and translation).
- Summarize the characteristics of the phases of meiosis I and II.
- Predict inherited traits by using the principles of Mendelian genetics (including segregation, independent assortment, and dominance).
- Summarize the chromosome theory of inheritance and relate that theory to Gregor Mendel's principles of genetics.
- Compare the consequences of mutations in body cells with those in gametes.
- Exemplify ways that introduce new genetic characteristics into an organism or a population by applying the principles of modern genetics.

A70. The student will demonstrate an understanding of biological evolution and the diversity of life. (B-5)

Indicator(s):

- Summarize the process of natural selection.
- Explain how genetic processes result in the continuity of life-forms over time.
- Explain how diversity within a species increases the chances of its survival.
- Explain how genetic variability and environmental factors lead to biological evolution.
- Exemplify scientific evidence in the fields of anatomy, embryology, biochemistry, and paleontology that underlies the theory of biological evolution.
- Summarize ways that scientists use data from a variety of sources to investigate and critically analyze aspects of evolutionary theory.
- Use a phylogenetic tree to identify the evolutionary relationships among different groups of organisms.

A71. The student will demonstrate an understanding of the interrelationships among organisms and the biotic and abiotic components of their environments. **B-6**

Indicator(s):

- Explain how populations are affected by limiting factors (including density-dependent, density-independent, abiotic, and biotic factors).
- Illustrate the processes of succession in ecosystems.
- Exemplify the role of organisms in the geochemical cycles (including the cycles of carbon, nitrogen, and water).
- Explain how ecosystems maintain themselves through naturally occurring processes (including maintaining the quality of the atmosphere, generating soils, controlling the hydrologic cycle, disposing of wastes, and recycling nutrients).
- Explain how human activities (including population growth, technology, and consumption of resources) affect the physical and chemical cycles and processes of Earth.

Chemistry

A72. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. (C-1)

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ACADEMIC STANDARDS AND CURRICULUM RESOURCE

Course Code: 5834

Indicator(s):

- Apply established rules for significant digits, both in reading a scientific instrument and in calculating a derived quantity from measurement.
- Use appropriate laboratory apparatuses, technology, and techniques safely and accurately when conducting a scientific investigation.
- Use scientific instruments to record measurement data in appropriate metric units that reflect the precision and accuracy of each particular instrument.
- Design a scientific investigation with appropriate methods of control to test a hypothesis (including independent and dependent variables), and evaluate the designs of sample investigations.
- Organize and interpret the data from a controlled scientific investigation by using mathematics (including formulas, scientific notation, and dimensional analysis), graphs, models, and/or technology.
- Evaluate the results of a scientific investigation in terms of whether they verify or refute the hypothesis and what the possible sources of error are.
- Evaluate a technological design or product on the basis of designated criteria.
- Use appropriate safety procedures when conducting investigations.

A73. The student will demonstrate an understanding of the structures and classifications of chemical compounds. (C-3)

Indicator(s):

- Interpret the names and formulas for ionic and covalent compounds.
- Explain how the types of intermolecular forces present in a compound affect the physical properties of compounds (including polarity and molecular shape).
- Explain the unique bonding characteristics of carbon that have resulted in the formation of a large variety of organic structures.

A74. The student will demonstrate an understanding of the types, the causes, and the effects of chemical reactions. (C-4)

Indicator(s):

- Predict the products of acid-base neutralization and combustion reactions.
- Analyze the energy changes (endothermic or exothermic) associated with chemical reactions.

A75. The student will demonstrate an understanding of the nature and properties of various types of chemical solutions. (C-6)

Indicator(s):

- Compare solubility of various substances in different solvents (including polar and nonpolar solvents and organic and inorganic substances).
- Summarize the properties of salts, acids, and bases.
- Distinguish between strong and weak common acids and bases.

Physics

A76. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. (P-1)

HUMAN DEVELOPMENT: RESPONSIBLE LIFE CHOICES 1

ACADEMIC STANDARDS AND CURRICULUM RESOURCE

Course Code: 5834

Indicator(s):

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- Use appropriate laboratory apparatuses, technology, and techniques safely and accurately when conducting a scientific investigation.
- Use scientific instruments to record measurement data in appropriate metric units that reflect the precision and accuracy of each particular instrument.
- Design a scientific investigation with appropriate methods of control to test a hypothesis (including independent and dependent variables), and evaluate the designs of sample investigations.
- Organize and interpret the data from a controlled scientific investigation by using (including calculations in scientific notation, formulas, and dimensional analysis), graphs, tables, models, diagrams, and/or technology.
- Evaluate the results of a controlled scientific investigation in terms of whether they refute or verify the hypothesis.
- Evaluate conclusions based on qualitative and quantitative data (including the impact of parallax, instrument malfunction, or human error) on experimental results.
- Evaluate a technological design or product on the basis of designated criteria (including cost, time, and materials).
- Communicate and defend a scientific argument or conclusion.
- Use appropriate safety procedures when conducting investigations.

A77. The student will demonstrate an understanding of the conservation, transfer, and transformation of mechanical energy. (P-3)

Indicator(s):

- Apply energy formulas to determine potential and kinetic energy and explain the transformation from one to the other.
- Apply the law of conservation of energy to the transfer of mechanical energy through work.
- Explain, both conceptually and quantitatively, how energy can transfer from one system to another (including work, power, and efficiency).
- Explain, both conceptually and quantitatively, the factors that influence periodic motion.
- Explain the factors involved in producing a change in momentum (including impulse and the law of conservation of momentum in both linear and rotary systems).

A78. The student will demonstrate an understanding of the properties and behaviors of sound. (P-6)

Indicator(s):

- Summarize the production of sound and its speed and transmission through various media.
- Explain how frequency and intensity affect the parts of the sonic spectrum.
- Explain pitch, loudness, and tonal quality in terms of wave characteristics that determine what is heard.

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- Compare intensity and loudness.
- Apply formulas to determine the relative intensity of sound.
- Apply formulas in order to solve for resonant wavelengths in problems involving open and closed tubes.
- Explain the relationship among frequency, fundamental tones, and harmonics in producing music.
- Explain how musical instruments produce resonance and standing waves.
- Explain how the variables of length, width, tension, and density affect the resonant frequency, harmonics, and pitch of a vibrating string.

Earth Science

A79. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. (ES-1)

Indicator(s):

- Apply established rules for significant digits, both in reading scientific instruments and in calculating derived quantities from measurement.
- Use appropriate laboratory apparatuses, technology, and techniques safely and accurately when conducting a scientific investigation.
- Use scientific instruments to record measurement data in appropriate metric units that reflect the precision and accuracy of each particular instrument.
- Design a scientific investigation with appropriate methods of control to test a hypothesis (including independent and dependent variables), and evaluate the designs of sample investigations.
- Organize and interpret the data from a controlled scientific investigation by using mathematics (including calculations in scientific notation, formulas, and dimensional analysis), graphs, tables, models, diagrams, and/or technology.
- Evaluate the results of a controlled scientific investigation in terms of whether they refute or verify the hypothesis.
- Evaluate conclusions based on qualitative and quantitative data (including the impact of parallax, instrument malfunction, or human error) on experimental results.
- Evaluate a technological design or product on the basis of designated criteria (including cost, time, and materials).
- Communicate and defend a scientific argument or conclusion.
- Use appropriate safety procedures when conducting investigations.

A80. Students will demonstrate an understanding of the structure and properties of the universe. (ES-2)

Indicator(s):

- Compare the information obtained through the use of x-ray, radio, and visual (reflecting and refracting) telescopes.
- Explain how technology and computer modeling have increased our understanding of the universe.

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Course Code: 5834

A81. The student will demonstrate an understanding of the dynamics of Earth's atmosphere. **ES-4**

Indicator(s):

- Summarize the evidence for the likely impact of human activities on the atmosphere (including ozone holes, greenhouse gases, acid rain, and photochemical smog).

A82. The student will demonstrate an understanding of Earth's freshwater and ocean systems. **ES-5**

- Analyze environments to determine possible sources of water pollution (including industrial waste, agriculture, domestic waste, and transportation devices).

HUMAN DEVELOPMENT: RESPONSIBLE LIFE CHOICES 1

ACADEMIC STANDARDS AND CURRICULUM RESOURCE

Course Code: 5834

B. INTERPERSONAL RELATIONSHIPS

SC Standard: B1. Evaluate communication skills that contribute to positive relationships.

FACS Nat'l Standard: 13.0 Demonstrate respectful and caring relationships in the family, workplace, and community.

Human Development Assessment/Credential: 1A. Analyze functions and expectations of various relationships; 1B. Analyze personal needs and characteristics and their effects on interpersonal relationships; 1C. Demonstrate communication skills that contribute to positive relationships; 1D. Demonstrate standards that guide behavior in interpersonal relationships.

Academic Alignment: ELA: A1, A2, A3, A4, A5, A6; ISTE: A7, A8, A9, A10, A11, A12; HSE: A13, A14, A15, A16, A17, A18, A19, A20; EA: A20, A21, A22, A23; IA: A24; G: A27, PC: A29; DA: A30, A31, A32, A33, A34; USG: A49, A50, A51, A53; PS A62; B: A66, A67, A69; ES: A79

Essential Question(s):

1. What can be done to increase understanding of different methods of communication?
2. Why is communicating easier for some people than others?
3. How can communication skills with others be improved?

Indicators:

What Students Should Know:

1. Communication process
2. Self-expression
3. Decision-making process
4. Technology
5. Character traits

What Students Should Be Able to Do:

1. Evaluate communication with others.
2. Define self-expression.
3. Apply the decision-making process.
4. Analyze the impact of technology on communication.
5. Identify observable behaviors that are clear examples of positive character traits.

Learning Strategies:

- Write an essay describing how you handled a situation in which you felt you were being pressured by a peer to do something you did not want to do (Use “I” statements.)
- Role-play passive, assertive, and aggressive behaviors. Evaluate pros and cons for each.
- Brainstorm ways of communicating. Compile a self-check list to assess your types.
- Participate in the “Birthday Line-Up” game. Line-up according to birthdays without talking.

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- Reflect on the activity and discuss the importance of body language, personal space, and nonverbal communication skills.
- Explore nonverbal communication (personal space, body language, voice tone, listening) and its impact on communication.
- Select personal items that represent self expression. Present in a “Show and Tell” style to the class.
- Create a mood board.
- Discuss various ways decisions are made (i.e. default, habit, imitation, impulsive, decision making process).
- Evaluate the steps in the decision making process. Create scenarios and apply the process (e.g., going to college, purchasing a car, being bullied, etc.).
- Critique a “Dear Abby” scenario. Identify problems and solutions using the decision making process.
- Find the name of characters and fast forward to any scene in which two or more are in conversation. Mute, take notes, analyze body language, and predict conversation. Refer to notes and write a script.
- Imagine you are a school principal where cyber bullying and ridiculing are common in the school. Research the consequences and develop a speech to discourage negative behavior.
- Discuss how cell phones and social media have diminished verbal conversation.
- List character traits from the “Six Pillars of Character.”
- Identify people who exemplify specific character traits through their own behavior.

Formative Assessments: student made rubric, teacher-student conferences, student self evaluation, student record/reflections, questionnaires, performances to demonstrate learning, and peer conferencing.

FACS Student Organization – Family, Careers, and Community Leaders of America (FCCLA) <http://www.fcclainc.org/>

APPLICATION/ASSESSMENT THROUGH FCCLA

Community Service: develop, plan, carry out, and evaluate projects that improve the quality of life in their communities.

Dynamic Leadership: master the six essentials of leadership

FCCLA FACTS: Speak Up – promote the empowerment of teens to speak up for their safety.

Families First: You-Me-Us –strengthen family relationships; Meet the Challenge-overcome obstacles together, Parent Practice – learn to nurture children

Leaders at Work: on-the-job interpersonal skills projects

Power of One: A Better You-improve personal traits; Family Ties-get along better with family members

STAR Events: Applied Technology, Chapter Service Project, Focus on Children, Illustrated Talk; Interpersonal Communications

STOP the Violence: empower youth with attitudes, skills, and resources in order to recognize, report and reduce youth violence.

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ACADEMIC STANDARDS AND CURRICULUM RESOURCE

Course Code: 5834

Resources:

<http://np026.k12.sd.us/Lesson%20plan%2009-10/Interpersonal%20Relationships.htm>

<http://chiron.valdosta.edu/whuitt/col/regsys/maslow.html>

(Conditions of Learning) description with charts of A. Maslow's theories

www.cfc-efc.ca/menu/famlife_en.htm (Child and Family Life of Canada) access to various documents about family life

www.cyfc.umn.edu (University of Minnesota) information and resources

www.cyfernet.mes.umn.edu (Children, Youth and Families Education and Research Network) national network of Land Grant university faculty and county Extension educators

www.extension.iastate.edu/sfp (Iowa State University Extension Strengthening Family Relationships) describes curriculum for strengthening families

www.familyvillage.wisc.edu (Family Village) disability related resources for families, Joseph P. Kennedy Jr. Foundation and Mitsubishi Electric Foundation, University of Wisconsin, Madison

<http://fyd.clemson.edu/building.htm> (Building Family Strengths) a curriculum and other resources from Clemson University Extension

www.hec.ohio-state.edu/famlife (Ohio State) access to Human Development and Family Sciences Bulletin articles

www.trinity.edu/~mkearl/family.html (Marriage and Family Processes) many articles related to family and human development; Trinity University- Sociology Professor Kearl

www.vanderbilt.edu/kennedy (John F. Kennedy Center for Research on Human Development) emphasis on research in mental retardation

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ACADEMIC STANDARDS AND CURRICULUM RESOURCE

Course Code: 5834

C. FAMILY LIFE EDUCATION

SC Standard: C1. Analyze the function of the family in providing a nurturing environment.

FACS Nat'l Standard: 12.2 Analyze conditions that influence human growth and development; 12.3 Analyze strategies that promote growth and development across the life span.

Human Development Assessment/Credential: 1A Analyze functions and expectations of various types of relationships., 1B Analyze personal needs and characteristics and their effects on interpersonal relationships., 2B Analyze conditions that influence human growth and development., 3Analyze the effects of family as a system on individuals and society., 3C Analyze and promote roles and responsibilities of parenting.

Academic Alignment: ELA: A1, A2, A3, A4, A5, A6; ISTE: A7, A8, A9, A10, A11, A12; HSE: A13, A14, A15, A16, A17, A20; EA: A21, A23; DA: A30, A31, A32; A33; USG: A53; ECON: A54, A55, A56, A57

Essential Question(s):

1. What is the role of the family in providing a nurturing environment?

Indicators:

What Students Should Know:

1. Roles and responsibilities
2. Family relationships
3. Values
4. Laws
5. Environmental policies

What Students Should Be Able to Do:

1. Explain the roles and responsibilities of family members.
2. Examine physical, psychological, social, emotional, and cultural influences on family relationships.
3. Analyze influence of values (personal, family, societal) on individuals in establishing a strong family life.
4. Identify laws relating to sexual conduct of minors including criminal sexual conduct.
5. Explain the importance of providing a safe and healthy environment for families.

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ACADEMIC STANDARDS AND CURRICULUM RESOURCE

Course Code: 5834

Learning Strategies:

- Generate a list of chores and assign responsibility to different family members.
- Create a “role tree” to illustrate the roles and responsibilities of family members.
- Watch a television program (sitcom) and identify roles and responsibilities of family members and report findings in class.
- Identify television programs that illustrate different family structures; share findings.
- Research role of family in developing independence, interdependence, and commitment of family members. Create a Venn diagram to show findings.
- Investigate at least one culture trait of another country or culture that is different from your own and give an oral report.
- Role-play scenarios to demonstrate respect for multiple diversities with sensitivity to anti-bias and equity in gender, age, race, culture, ethnicity, socio-economic status, and individuals with differing abilities (e.g. disabilities).
- Complete a values inventory; compare and contrast personal values with family and societal values.
- Build a list of values by circulating a paper where each student writes a personal value with no duplications. Discuss values of class members after everyone has contributed.
- Watch a program (Family Channel) and record values of each character. Create a poster or presentation illustrating values of each character.
- Research laws of South Carolina that deal with sexual conduct of minors, including criminal sexual conduct (see South Carolina Legislature online). Prepare a multimedia presentation and present to class.
- Invite an attorney specializing in family law to discuss statutes relating to sexual conduct of minors.
- Interview a resource officer or law enforcement official regarding laws pertaining to sexual conduct.
- Explore how poverty can be a factor in environmental policy and practice.

Formative Assessments: Teacher-student conferences, learning logs, student self-evaluation, student records/reflections on their work, questionnaires, performances to demonstrate learning, open-response questions, projects with several interval products, peer conferencing, rubrics

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FACS Student Organization – Family, Careers, and Community Leaders of America (FCCLA) <http://www.fcclainc.org/>

APPLICATION/ASSESSMENT THROUGH FCCLA

Community Service: develop, plan, carry out, and evaluate projects that improve the quality of life in their communities.

FCCLA FACTS: Speak Up – promote the empowerment of teens to speak up for their safety.

Families First: 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

Power of One: A Better You-improve personal traits; Family Ties-get along better with family members

STAR Events: Applied Technology, Chapter Service Project, Focus on Children, Illustrated Talk; Interpersonal Communications

STOP the Violence: empower youth with attitudes, skills, and resources in order to recognize, report and reduce youth violence.

Student Body: Eat right – explore good nutrition, eating disorders, healthy snacks, supplements, vegetarianism, etc.; Be fit – take action related to lifelong exercise habits, obesity, sports training; Make healthy Choices- choose a positive lifestyle by avoiding drugs, alcohol, and tobacco, managing stress, building self-esteem, and practicing good character.

www.nichd.nih.gov (National Institute of Child Health and Human Development) news, articles and other resources for child health and human development

www.census.gov/population/www/socdemo/hh-fam.html (U.S. Census Bureau) families and livings arrangements from U.S. Census

www.cfc-efc.ca/menu/famlife_en.htm (Child and Family Life of Canada) access to various documents about family life

www.cyfc.umn.edu (University of Minnesota) information and resources

www.cyfernet.mes.umn.edu (Children, Youth and Families Education and Research Network) national network of Land Grant university faculty and county Extension educators

www.extension.iastate.edu/sfp (Iowa State University Extension Strengthening Family Relationships) describes curriculum for strengthening families

www.cfc-efc.ca/menu/famlife_en.htm (Child and Family Life of Canada) access to various documents about family life

www.cyfc.umn.edu (University of Minnesota) information and resources

www.cyfernet.mes.umn.edu (Children, Youth and Families Education and Research Network) national network of Land Grant university faculty and county Extension educators

www.extension.iastate.edu/sfp (Iowa State University Extension Strengthening Family Relationships) describes curriculum for strengthening families

www.hec.ohio-state.edu/famlife (Ohio State) access to Human Development and Family Sciences Bulletin articles

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ACADEMIC STANDARDS AND CURRICULUM RESOURCE

Course Code: 5834

Resources:

www.trinity.edu/~mkearl/family.html (Marriage and Family Processes) many articles related to family and human development; Trinity University- Sociology Professor Kearl

www.aacap.org (American Academy of Child and Adolescent Psychiatry) topics and resources

www2.edc.org/hhd (Health and Human Development Programs) program design, assessment and other resources for teaching health and human development

www.familiesandworkinst.org (Families and Work Institute) publications, research and other resources

www.nncc.org/Families/families.page.html (National Network for Child Care) Resources for working with families including parenting education

<http://www.teenpregnancy.org> (National Campaign to Prevent Teen Pregnancy) facts and statistics about teen pregnancy

www.realityworksinc.com (Realityworks) simulated parenting resources and additional resources for human development

www.karger.com/journals/hde/hde_jh.htm (Human Development Journal) access to a sample journal with articles about human development

www.wholefamily.com (Whole Family.com) includes "real life" dramas on issues related to marriage, parenting and teen life and expert advice

HUMAN DEVELOPMENT: RESPONSIBLE LIFE CHOICES 1

ACADEMIC STANDARDS AND CURRICULUM RESOURCE

Course Code: 5834

D. ADOLESCENCE DEVELOPMENT

SC Standard: D1. Analyze factors that affect adolescent growth and development.

FACS Nat'l Standard: 12.2 Analyze conditions that influences human growth and development.

Human Development Assessment/Credential: 2B. Analyze conditions that influence human growth and development.

Academic Alignment: ELA: A1, A2, A3, A4, A5, A6; ISTE: A7, A8, A9, A10, A11, A12; HSE: A13, A14, A15, A16, A17, A18, A19, A20; EA: A21, A22, A23; IA: A24; G: A27; PC: A29; DA A30, A31, A32, A33, A34; USG: A49, A51, A53; PS: A62, A65; B: A66, A67, A69, A70; C: A74; P: A75; ES: A79

Essential Question(s):

1. Why is it important to know about factors that affect adolescent growth and development ?

Indicators:

What Students Should Know:

1. Growth and development
2. Growth pattern and pattern changes
3. Developmental tasks
4. Conditions that affect behavior
5. Dating guidelines

What Students Should Be Able to Do:

6. Identify factors that affect human growth and development.
7. Identify growth patterns and pattern changes.
8. Categorize developmental tasks.
9. Examine conditions that affect behavior.
10. Analyze guidelines for appropriate dating.

Learning Strategies:

- Explore the impact of community expectations on adolescent development (Geoffrey Canada).
- Debate “Adolescence is a stressful period in human development.”
- Gather family photos. Compare similarities and differences.
- Interview three adults about their teen years. Ask them which area of growth was the most challenging for them and why. Report findings to class.
- Research Havinghurst’s theory of adolescent development. Explain and provide examples.
- Examine the effects of gender, ethnicity, or culture on individual development.
- Discuss contributions of theorists regarding the development of adolescents: G. Stanley Hall, Piaget, Erikson, Maslow, Kohlberg, and Bandura.

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- Write a story about an experience you shared with a peer that made a difference in your life.
- Role-play situations where adolescents have to make decisions regarding behavior.
- Analyze advertisements in teen magazines and determine the message they convey about behavior. Write a public service announcement encouraging positive behavior.
- Brainstorm different conditions that can positively or negatively affect behavior.
- Develop list of dating guidelines. Create a poster to display in class.
- Role-play a scenario about dating. Critique pros and cons.
-

Formative Assessments: student made rubric, teacher-student conferences, student self evaluation , student record/reflections, questionnaires, performances to demonstrate learning, and peer conferencing.

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APPLICATION/ASSESSMENT THROUGH FCCLA

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Resources:

<http://chiron.valdosta.edu/whuitt/col/regsys/maslow.html>

(Conditions of Learning) description with charts of A. Maslow's theories

www.cfc-efc.ca/menu/famlife_en.htm (Child and Family Life of Canada) access to various documents about family life

www.cyfc.umn.edu (University of Minnesota) information and resources

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Course Code: 5834

Resources:

www.extension.iastate.edu/sfp (Iowa State University Extension Strengthening Family Relationships) describes curriculum for strengthening families

www.familyvillage.wisc.edu (Family Village) disability related resources for families, Joseph P. Kennedy Jr. Foundation and Mitsubishi Electric Foundation, University of Wisconsin, Madison

<http://fyd.clemson.edu/building.htm> (Building Family Strengths) a curriculum and other resources from Clemson University Extension

www.hec.ohio-state.edu/famlife (Ohio State) access to Human Development and Family Sciences Bulletin articles

www.trinity.edu/~mkearl/family.html (Marriage and Family Processes) many articles related to family and human development; Trinity University- Sociology Professor Kearl

www.vanderbilt.edu/kennedy (John F. Kennedy Center for Research on Human Development) emphasis on research in mental retardation

HUMAN DEVELOPMENT: RESPONSIBLE LIFE CHOICES 1

ACADEMIC STANDARDS AND CURRICULUM RESOURCE

Course Code: 5834

E. HEALTH AND WELLNESS

SC Standard: E1. Evaluate factors that promote comprehensive health education.

FACS Nat'l Standard: 12.1 Analyze principles of human growth and development across the life span; 12.2 Analyze conditions that influence human growth and development; 12.3 Analyze strategies that promote growth and development across the life span.

Broad Field FCS Assessment/Credential: 2A. Analyze principles of human growth and development across the lifespan; 2B. Analyze conditions that influence human growth and development; 2C. Analyze strategies that promote growth and development across the life span; 6A. Analyze factors that influence nutrition and wellness across the lifespan, and be able to educate the others to implement this information; 6B. Evaluate various dietary guidelines when planning to meet nutrition and wellness needs, and be able to educate others to implement this information; 6C. Evaluate factors that affect food safety from selection through consumption.

Academic Alignment: ELA: A1, A2, A3, A4, A5, A6; ET: A7, A8, A9, A10, A11; HSE: A13, A14, A15, A16, A17, A18, A19, A20; EA: A23; IA: A24; DA: A30, A31, A32, A33, A34; GS: A38, A39; USG: A49, A50, A51, A52, A53; E: A54, A55, A57, A60; PS: A62, A64; B: A66, A68, A69, A70, A71; P: A77, A78; ES: A81, A82

Essential Question(s):

1. Why is comprehensive health education important?
- 2.

Indicators:

What Students Should Know:

1. Comprehensive health
2. Health factors
3. Healthy lifestyles
4. Healthy attitudes
5. Sexually Transmitted Infections (STIs) and Sexually Transmitted Diseases (STDs)

What Students Should Be Able to Do:

1. Define comprehensive health.
2. Identify factors that promote comprehensive health.
3. Promote healthy lifestyles.
4. Differentiate healthy versus unhealthy attitudes.
5. Examine prevention, symptoms, and treatments of STIs and STDs.

Learning Strategies:

- Write definitions on the board or on cards and form a class definition of comprehensive health education. Compare with a formal definition such as, "Comprehensive health education encompasses all aspects of a young person's life, not just sexuality. Included are, among other things: skills, attitudes, and practices of youth that are conducive to their good health and that promote wellness, health maintenance, and disease prevention."
(www.scstatehouse.gov/code/t59c032.htm)

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Resources Cont'd

- Design a poster with the class definition of comprehensive health education.
- Identify the health factors that can improve the outlook of a person's health and wellness (e.g. personal hygiene, dental hygiene, heredity, health maintenance, etc.)
- Create a health-wellness collage that reflects the student's personal outlook on his health and wellness.
- Develop an investigative report on the effects of environment and community on health in your locale. Present this in either a written or oral presentation (e.g. publication, class presentation, digital presentation).
- Complete an inventory evaluating personal lifestyle habits. Develop a list of changes that should be made. Create a timeline graph to view your progress of healthy lifestyle implementation.
- Examine how scientific and technological advances (e.g. food processing, storage, product development, and food distribution) affect nutrition, health, and wellness. Write a letter supporting good practices that will be incorporated into your lifestyle. Seal and write your name on the outside; the letter will be returned at the end of the semester. Compare your plans with your practice.
- Write and role play in cooperative groups several scenarios of how to manage a healthy attitude.
- Create a Venn diagram which students will compare and contrast active and sedentary lifestyles.
- Research different vaccinations that are required by the state and federal government. Construct a chart or pamphlet promoting this information and vaccine awareness.
- Investigate locations and costs for obtaining basic vaccinations in your community.
- Determine the impact of social, economic, and technological forces on health.
- Examine the effects of life events on an individual's physical and emotional development. Discuss case studies.
- Investigate the impact of heredity and environment on personal health. Research studies done on multiples (twins, triplets, etc.) that have been published. Report to class.
- Discuss factors such as psychological, cultural, and social influences that impact nutrition and wellness practices.
- Evaluate the nutritional needs of adolescents. Recommend a menu that provides nutritious daily intake.
- Analyze the spread of disease through an activity such as shaking hands and charting contacts with the use of Glo Germ Gel or water-soluble paint. Relate to STIs and STDs.
- Design a poster or visual that explains diagnosis, prognosis, transmission, and treatment of an assigned STI or STD.

Formative Assessments: Problem-solving strategies, problem-solving approach to instruction, justifying answers and solution processes, hands-on activities, learning logs, record-keeping and evaluating their own work student records/reflections on their work, questionnaires, projects with several interval products, student self-evaluation, peer conferencing, teacher-student conferences.

HUMAN DEVELOPMENT: RESPONSIBLE LIFE CHOICES 1

ACADEMIC STANDARDS AND CURRICULUM RESOURCE

Course Code: 5834

FACS Student Organization – Family, Careers, and Community Leaders of America (FCCLA) <http://www.fcclainc.org/>

APPLICATION/ASSESSMENT THROUGH FCCLA

Community Service: develop, plan, carry out, and evaluate projects that improve the quality of life in their communities.

FCCLA FACTS: Speak Up – promote the empowerment of teens to speak up for their safety.

Families First: 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

Power of One: A Better You-improve personal traits; Family Ties-get along better with family members

STAR Events: Applied Technology, Chapter Service Project, Focus on Children, Illustrated Talk; Interpersonal Communications

STOP the Violence: empower youth with attitudes, skills, and resources in order to recognize, report and reduce youth violence.

Student Body: Eat right – explore good nutrition, eating disorders, healthy snacks, supplements, vegetarianism, etc.; Be fit – take action related to lifelong exercise habits, obesity, sports training; Make healthy Choices- choose a positive lifestyle by avoiding drugs, alcohol, and tobacco, managing stress, building self-esteem, and practicing good character.

Power of One: A Better You-improve personal traits; Family Ties-get along better with family members

Resources:

www.aacap.org (American Academy of Child and Adolescent Psychiatry) topics and resources

www.aids.gov (US Department of Health and Environmental Services) HIV/AIDS research and resources

<http://www.cdc.gov/hiv/> (Center for Disease Control and Prevention) HIV/AIDS research and resources

www.teenpregnancysc.org (SC Campaign to Prevent Teen Pregnancy) – research, statistics, and resources

www.carolinateenhealth.org (Carolina Teen Health)- This website was developed to provide accurate and reliable sexual reproductive health information to teens throughout the SC.

www.letsmove.gov (US Department of Agriculture) *Let's Move!* provides helpful information and steps you can take that make a real difference and help build healthy habits for life.

www.choosemyplate.gov (US Department of Agriculture)

<http://www.myfoodapedia.gov/> (My Food-a-pedia) Quick access to food information and find calories and food groups for a food or compare two foods.

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ACADEMIC STANDARDS AND CURRICULUM RESOURCE

Course Code: 5834

<http://www.scdhec.gov/health/proservices/healthed/mothers.htm> (SC Department of Health and Environmental Control) The overall purpose of the Healthy Mothers...Healthy Babies Program is to improve health practices of women and their responses to prenatal danger and labor signs so as to reduce infant mortality and low birth weight.

<http://www.scdhec.gov/health/licen/hrlicmw.htm> (SC Department of Health and Environmental Control) List of licensed midwives and birthing centers in SC

<http://www.scfirststeps.org/BabyNet.html> (BabyNet) Baby Net is South Carolina's interagency early intervention system for infants and toddlers under three years of age with developmental delays, or who have conditions associated with developmental delays.

<http://www.teenpregnancysc.org/documents/CHEA.pdf> (SC Campaign to Prevent Teen Pregnancy) Fact sheet of the Comprehensive Health Education Act (CHEA).

<http://www.teenpregnancysc.org/Resources/index.php?sid=19> (SC Campaign to Prevent Teen Pregnancy) resources, statistics, curriculum and educational resources

<http://www.youtube.com/scteen> (SC Campaign to Prevent Teen Pregnancy) videos snippets, infomercials, and public service announcements

<http://www.glogerm.com/> (Glo Germ) product works with UV light to show transmittal of microbes

<http://www.wordle.net/create> (Wordle) free computer application allows words or survey results to be displayed in an attractive array

HUMAN DEVELOPMENT: RESPONSIBLE LIFE CHOICES 1

ACADEMIC STANDARDS AND CURRICULUM RESOURCE

Course Code: 5834

E. HEALTH AND WELLNESS

SC Standard: E2. Analyze components of reproductive health education.

FACS Nat'l Standard: 12.1 Analyze principles of human growth and development across the life span; 12.2 Analyze conditions that influence human growth and development; 12.3 Analyze strategies that promote growth and development across the life span.

Housing and Furnishing Assessment/Credential: 2A. Analyze principles of human growth and development across the life span; 2B. Analyze conditions that influence human growth and development; 2C. Analyze strategies that promote growth and development across the life span.

Academic Alignment: EL: A1, A2, A3,A4, A5, A6; ET: A7, A8, A9, A10, A11, A12; HSE: A13, A14, A15, A16, A17, A18, A19, A20; EA: A21, A22, A23; IA: A24, A26; G: A27, A28, A29; DA: A30, A31, A32, A33, A34; GS: A35, A37, A38, A39; USHC: A40, A41, A43, A44; USG: A49, A50,A51, A53; ECON: A54, A55, A57, A59; PS: A62, A63, A64, A65; B: A66, A67, A68, A69, A70, A71; C: A72, A73, A74, A75; P: A76, A77, A78; ES: A79, A80, A81, A82

Essential Question(s):

1. Why is it important to understand reproductive health?

Indicators:

What Students Should Know:

1. Female and male anatomy
2. Heredity (Genetics)
3. Menstrual/Ovulating cycle
4. Family planning
5. Abstinence
6. Fetal development
7. Childbirth
8. Unhealthy outcomes

What Students Should Be Able to Do

1. Distinguish between the male and female anatomy.
2. Summarize how genetic traits are passed from one generation to another.
3. Examine how the menstrual cycle affects reproductive health.
4. Identify family planning methods.
5. Explain the benefits of abstinence.
6. Identify the three stages of fetal development.
7. Describe the birthing process.
8. Identify various genetic and environmental birth defects.

Learning Strategies:

- Label the parts and functions of the male and female reproductive systems.
- Explain the father's physiological and emotional response to pregnancy and prenatal care (e.g. a male experiencing morning sickness).

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Course Code: 5834

Learning Strategies:

- Explain the female reproductive system as it relates to conception, pregnancy, prenatal care, prenatal influence on the fetus, and the birth process.
- Make a life-size poster illustrating structures and listing the functions of the male or female anatomy using crafts (e.g. model clay, glitter, pipe cleaners, etc.).
- Identify practices related to maintaining anatomy wellness as it relates to the following:
 - Males: self-exams (testicular & breasts), sanitary jockey straps, annual physicals
 - Females: self-exams (breasts), pelvic exams, annual physicals, and wearing a supportive bra.
- Diagram gamete (eggs, sperm) development in both sexes.
- Define the role heredity plays in determining physical traits, and distinguish between dominant and recessive genes.
- Summarize how genetic traits are passed on from one generation to another. Show and have the students discuss how genes are passed from parents to their children by putting a diagram (Punnett Square or Pedigree Diagram) on the board. (Use uppercase and lowercase letters to represent dominant and recessive genes.)
- Trace the path of the ova from the ovaries and state the approximate time when non-pregnancy /pregnancy can occur.
- List the four major signs of pregnancy.
- Describe **abstinence** and other contraceptives. Evaluate the performance of each type.
- Identify methods to promote abstinence (e.g. purity rings, contracts, ceremonies, and pledges).
- Debate various methods of contraceptives and discuss their advantages and disadvantages.
- Analyze why healthy habits by both parents are essential.
- Explain how proper prenatal care is essential.
- Describe three stages (using models) of fetal development.
- Explain why over-the-counter drugs and other drugs can be harmful to a developing baby.
- Research and collect data indicating how nicotine, drugs, and alcohol usage by both sexes can affect fetal development. Create visuals and present findings.
- Invite a speaker to bring in baby models that exhibit results of prenatal or postpartum trauma.
- Give examples of how a father can provide support during pregnancy.
- Describe risks and benefits of taking over-the-counter and prescribed medications (e.g. vitamins, aspirin, etc.) during fetal development. Design a pamphlet discussing the outcomes of taking drugs during fetal development.
- Describe the process of birth and its stages.
- Define cesarean birth and two reasons why the operation may be necessary.

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- Role play physical and emotional changes that occur during pregnancy (e.g. place a large ball in your lap and try to tie shoes; empathy belly; walking a flight of stairs with a filled book bag, etc.). Discuss your feelings.
- Identify adjustments for parents and newborns during postpartum period.
- Invite a nurse from school or health department to describe the birthing process. Participate in class discussion with guest speaker with prepared questions about the birthing process.
- Role-play responses to positive, confusing, or negative outcomes of childbirth.
- Research prenatal intervention methods in a written outline form.
- Create a Venn diagram to compare and contrast the effects of prescribed and over-the-counter drugs and identify unhealthy outcomes.
- Chart common STIs/STDs noting symptoms, complications, and medical methods of treatment; discuss unhealthy outcomes.

Formative Assessments: Problem-solving strategies, justifying answers and solution processes, hands-on activities, learning logs, record-keeping and evaluating their own work, student records/reflections on their work, questionnaires, projects with several interval products, peer evaluation, student self evaluation, peer conferencing, teacher-student conferences.

FACS Student Organization – Family, Careers, and Community Leaders of America (FCCLA) <http://www.fcclainc.org/>

APPLICATION/ASSESSMENT THROUGH FCCLA

Community Service: develop, plan, carry out, and evaluate projects that improve the quality of life in their communities.

FCCLA FACTS: Speak Up – promote the empowerment of teens to speak up for their safety.

Families First: 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

Power of One: A Better You-improve personal traits; Family Ties-get along better with family members

STAR Events: Applied Technology, Chapter Service Project, Focus on Children, Illustrated Talk; Interpersonal Communications

STOP the Violence: empower youth with attitudes, skills, and resources in order to recognize, report and reduce youth violence.

Student Body: Eat right – explore good nutrition, eating disorders, healthy snacks, supplements, vegetarianism, etc.; Be fit – take action related to lifelong exercise habits, obesity, sports training; Make healthy Choices- choose a positive lifestyle by avoiding drugs, alcohol, and tobacco, managing stress, building self esteem, and practicing good character.

HUMAN DEVELOPMENT: RESPONSIBLE LIFE CHOICES 1

ACADEMIC STANDARDS AND CURRICULUM RESOURCE

Course Code: 5834

Resources:

<http://www.aecf.org>

www.cyfc.umn.edu (University of Minnesota) information and resources

www.cyfernet.mes.umn.edu (Children, Youth and Families Education and Research Network) national network of Land Grant university faculty and county Extension educators

www.extension.iastate.edu/sfp (Iowa State University Extension Strengthening Family Relationships) describes curriculum for strengthening families

<http://fyd.clemson.edu/building.htm> (Building Family Strengths) a curriculum and other resources from Clemson University Extension

www.hec.ohio-state.edu/famlife (Ohio State) access to Human Development and Family Sciences Bulletin articles

www.trinity.edu/~mkearl/family.html (Marriage and Family Processes) many articles related to family and human development; Trinity University- Sociology Professor Kearl

www.vanderbilt.edu/kennedy (John F. Kennedy Center for Research on Human Development) emphasis on research in mental retardation

www.aacap.org (American Academy of Child and Adolescent Psychiatry) topics and resources

www.aecf.org (Annie E. Casey Foundation) information on disadvantaged children

www2.edc.org/hhd (Health and Human Development Programs) program design, assessment and other resources for teaching health and human development

www.rhd.org (Resources for Human Development)

<http://www.teenpregnancy.org> (National Campaign to Prevent Teen Pregnancy) facts and statistics about teen pregnancy

<http://216.205.117.228/genfact.htm> (The National Campaign to Prevent Teen Pregnancy) resources and data

www.realityworksinc.com (Realityworks) simulated parenting resources and additional resources for human development

www.karger.com/journals/hde/hde_jh.htm (Human Development Journal) access to a sample journal with articles about human development

www.wholefamily.com (Whole Family.com) includes "real life" dramas on issues related to marriage, parenting and teen life and expert advice

www.usatoday.com/educate/usatlogo.htm (USA Today Education Home Page)

<http://www.explorebiology.com/documents/LE/Lab26MenstrualCycle2009.pdf> (Menstrual Cycle Lab)

<http://www.pregnancy.org/fetaldevelopment>

<http://www.cdc.gov/> (Center for Disease Control and Prevention)

www.aacap.org (American Academy of Child and Adolescent Psychiatry) topics and resources

www.aids.gov (US Department of Health and Environmental Services) HIV/AIDS research and resources

<http://www.cdc.gov/hiv/> (Center for Disease Control and Prevention) HIV/AIDS research and resources

www.teenpregnancysc.org (SC Campaign to Prevent Teen Pregnancy) – research, statistics, and resources

HUMAN DEVELOPMENT: RESPONSIBLE LIFE CHOICES 1

ACADEMIC STANDARDS AND CURRICULUM RESOURCE

Course Code: 5834

Resources:

www.carolinateenhealth.org (Carolina Teen Health)- This website was developed to provide accurate and reliable sexual reproductive health information to teens throughout the SC.

www.letsmove.gov (US Department of Agriculture) *Let's Move!* provides helpful information and steps you can take that make a real difference and help build healthy habits for life.

www.choosemyplate.gov (US Department of Agriculture)

<http://www.myfoodapedia.gov/> (My Food-a-pedia) Quick access to food information and find calories and food groups for a food or compare two foods.

<http://www.scdhec.gov/health/proservices/healthed/mothers.htm> (SC Department of Health and Environmental Control) The overall purpose of the Healthy Mothers...Healthy Babies Program is to improve health practices of women and their responses to prenatal danger and labor signs so as to reduce infant mortality and low birth weight.

<http://www.scdhec.gov/health/licen/hrlicmw.htm> (SC Department of Health and Environmental Control) List of licensed midwives and birthing centers in SC

<http://www.scfirststeps.org/BabyNet.html> (BabyNet) Baby Net is South Carolina's interagency early intervention system for infants and toddlers under three years of age with developmental delays, or who have conditions associated with developmental delays.

<http://www.teenpregnancysc.org/documents/CHEA.pdf> (SC Campaign to Prevent Teen Pregnancy) Fact sheet of the Comprehensive Health Education Act (CHEA).

<http://www.teenpregnancysc.org/Resources/index.php?sid=19> (SC Campaign to Prevent Teen Pregnancy) resources, statistics, curriculum and educational resources

<http://www.youtube.com/scteen> (SC Campaign to Prevent Teen Pregnancy) videos snippets, infomercials, and public servicer announcements

HUMAN DEVELOPMENT: RESPONSIBLE LIFE CHOICES 1

ACADEMIC STANDARDS AND CURRICULUM RESOURCE

Course Code: 5834

F. PREGNANCY AND PARENTHOOD

SC Standard: F1. Assess the responsibilities of pregnancy and parenthood.

FACS Nat'l Standard: 12.2 Analyze conditions that influence human growth and development.
12.3 Analyze strategies that promote growth and development across the life span.

Human Development Assessment/Credential: 2B Analyze conditions that influence human growth and development. 2C Analyze strategies that promote growth and development across the life span. 3C Analyze and promote roles and responsibilities of parenting. 3D Evaluate and promote parenting practices that maximize human growth and development. 3D Evaluate and promote support systems that provide services for parents/families.

Academic Alignment: ELA: A1, A2, A3, A4, A5, A6; ISTE: A7, A8, A9, A10, A11, A12; HSE: A13, A14, A15, A16, A17, A20; EA: A21, A23; DA: A30, A31, A32; A33; USG: A53; ECON: A54, A55, A56, A57

Essential Question(s):

1. How will understanding the responsibilities of parents or prospective parents help in the future?

Indicators:

What Students Should Know:

1. Consequences of teen pregnancy
2. Health risks
3. Skills and responsibilities
4. Roles of parents/caregivers
5. Education implications
6. Resources/Assistance
7. Adoption

What Students Should Be Able to Do:

1. Identify consequences of teenage pregnancy.
2. Analyze health risks to mother and baby during pregnancy.
3. Identify necessary skills and responsibilities of parents.
4. Examine multiple roles of parents/caregivers.
5. Explain impact of teen parenting on education.
6. Identify resources/assistance available to teen parents.
7. Investigate adoption as an alternative.

Learning Strategies:

- Research consequences of teenage pregnancy. Create a brochure explaining findings.
- Debate pros and cons of teenage pregnancy. Summarize findings.
- Research prenatal development and responsibilities of mother and father during pregnancy. Create a poster to present findings.

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- Investigate specific health concerns during pregnancy (e.g. toxemia, gestational diabetes, fetal alcohol spectrum disorder, neural tube defects, etc.) and prevention methods. Create a written report on health concerns and goals for healthy outcomes.
- Write a want ad for the “perfect parent.”
- Create a list of skills required for parenting. Prioritize the list of skills as a class.
- Interview a teen parent or invite a panel of teen parents for a class presentation.
- Analyze data related to teen pregnancy, education, and life outcomes. Write an article for publication.
- Identify a typical “teenager lifestyle” and discuss how parenthood would impact this lifestyle.
- Brainstorm reasons and needs that a teenager may privately and ways they feel parenthood may meet those needs. Identify other ways of meeting those needs.
- Invite a guest speaker (DSS, WIC, etc.) to discuss resources available to teen parents.
- Compile a list of local resources in the community to assist teen parents and present findings.
- Organize and implement a panel discussion (adoption attorney, parent of adopted child, an adopted child, adoption agency representative, etc.) to discuss adoption options. Submit appropriate questions prior to panel discussion. Write a reflection paper summarizing learning.
- Investigate different adoption options (e.g. private, international, open adoption, etc.) and present findings.

Formative Assessments: Teacher-student conferences, learning logs, student self-evaluation, student records/reflections on their work, questionnaires, performances to demonstrate learning, open-response questions, projects with several interval products, peer conferencing, rubrics

FACS Student Organization – Family, Careers, and Community Leaders of America (FCCLA) <http://www.fcclainc.org/>

APPLICATION/ASSESSMENT THROUGH FCCLA

Community Service: develop, plan, carry out, and evaluate projects that improve the quality of life in their communities.

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Power of One: A Better You-improve personal traits; Family Ties-get along better with family members

STAR Events: Applied Technology, Chapter Service Project, Focus on Children, Illustrated Talk; Interpersonal Communications

STOP the Violence: empower youth with attitudes, skills, and resources in order to recognize, report and reduce youth violence.

Student Body: Eat right – explore good nutrition, eating disorders, healthy snacks, supplements, vegetarianism, etc.; Be fit – take action related to lifelong exercise habits, obesity, sports training; Make healthy Choices- choose a positive lifestyle by avoiding drugs, alcohol, and tobacco, managing stress, building self esteem, and practicing good character.

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Course Code: 5834

Resources:

www.nichd.nih.gov (National Institute of Child Health and Human Development) news, articles and other resources for child health and human development

www.census.gov/population/www/socdemo/hh-fam.html (U.S. Census Bureau) families and livings arrangements from U.S. Census

www.cfc-efc.ca/menu/famlife_en.htm (Child and Family Life of Canada) access to various documents about family life

www.cyfc.umn.edu (University of Minnesota) information and resources

www.cyfernet.mes.umn.edu (Children, Youth and Families Education and Research Network) national network of Land Grant university faculty and county Extension educators

www.extension.iastate.edu/sfp (Iowa State University Extension Strengthening Family Relationships) describes curriculum for strengthening families

www.hec.ohio-state.edu/famlife (Ohio State) access to Human Development and Family Sciences Bulletin articles

www.trinity.edu/~mkearl/family.html (Marriage and Family Processes) many articles related to family and human development; Trinity University- Sociology Professor Kearn

www.aacap.org (American Academy of Child and Adolescent Psychiatry) topics and resources

www2.edc.org/hhd (Health and Human Development Programs) program design, assessment and other resources for teaching health and human development

www.familiesandworkinst.org (Families and Work Institute) publications, research and other resources

www.nncc.org/Families/families.page.html (National Network for Child Care) Resources for working with families including parenting education

<http://www.teenpregnancy.org> (National Campaign to Prevent Teen Pregnancy) facts and statistics about teen pregnancy

www.realityworksinc.com (Realityworks) simulated parenting resources and additional resources for human development

www.karger.com/journals/hde/hde_jh.htm (Human Development Journal) access to a sample journal with articles about human development

www.wholefamily.com (Whole Family.com) includes "real life" dramas on issues related to marriage, parenting and teen life and expert advice

www.nichd.nih.gov (National Institute of Child Health and Human Development) news, articles and other resources for child health and human development

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ACADEMIC STANDARDS AND CURRICULUM RESOURCE

Course Code: 5834

G. CAREERS

SC Standard: G1. Explore careers in human development.

FACS Nat'l Standard: 1.1 Analyze strategies to manage multiple roles (individual, family, career, and community and global; 1.2 Demonstrate transferable and employability skills in school, community, and workplace

Human Development Assessment/Credential: 4A. Analyze strategies to manage multiples roles and responsibilities. 4B. Demonstrate transferable and employability skills in school community, and workplace setting. 4C. Evaluate the reciprocal effects of individual and family participation in community activities.

Academic Alignment: ELA A1, A2, A3, A4, A5, A6; ISTE A7, A8, A9, A10, A11, A12; HSE: A13, A14, A15, A16, A17, A18; EA: A21, A22, A23; IA: A24, A29; G: A27, A28; PC: A29; DA: A30, A32; USG: A49, A50, A51, A52, A53; ECON A54, A56, A57; B: A66; ES: A79

Essential Question(s):

1. Why is it important to study careers in human development?

Indicators:

What Students Should Know:

1. Education and training
2. Potential earnings
3. Portfolio
4. Professional organizations

What Students Should Be Able to Do:

1. Determine education and training requirements.
2. Identify earning potential for careers in human development.
3. Create portfolio.
4. Research professional organizations.

Learning Strategies:

- Research education, training, and earning potential using career software programs. Present findings to class using technology (e.g. power point, smart board, video streaming).
- Role play scenarios demonstrating leadership and organization skills. Critique scenarios.
- Make a list of professionals who work with human development in a variety of ways (e.g. schoolteachers, school psychologists, school guidance counselors, psychiatrist, etc.).
- Complete a self-evaluation of personal traits as they relate to career choice.
- Calculate wages and salary based on hours, overtime, and bonuses.
- View career media. Critique based on description, responsibilities, duties, dress, professional environment, leadership, and fringe benefits.
- Make list of human development opportunities available in the state/geographical area.
- Create a personal portfolio with guidelines. Develop a rubric for portfolio.
- Invite guest speakers from professional organizations.
- Create a 3-D model for professional organizations including the mission, membership requirements, benefits, and cost for membership.

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Course Code: 5834

Formative Assessments: Student made rubric, teacher-student conferences, student self evaluation, student record/reflections, questionnaires, performances to demonstrate learning, and peer conferencing.

FACS Student Organization – Family, Careers, and Community Leaders of America (FCCLA) <http://www.fcclainc.org/>

APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: leadership and planning in career-related projects; PLUG IN to Careers; SIGN ON to the Career Connection; INTEGRATE Work and Life; LINK UP to Jobs; ACCESS SKILLS for Career Success

Community Service: leadership and planning in service projects

Dynamic Leadership: Character for Leaders; Problem Solving for Leaders; Relationships for Leaders; Conflict Management for Leaders; Team Building for Leaders; Peer Education for Leaders

Families First: leadership and planning in family-related projects; Balancing Family and Career; You-Me-Us

FCCLA FACTS: leadership and planning in traffic safety projects

Financial Fitness: leadership and planning in money management projects; Consumer Clout; Making Money

Fundraising: demonstration of work ethics and professionalism

Leaders at Work: planning and self-direction of on-the-job leadership projects

Power of One: Take the Lead; Working on Working

STAR Events: Applied Technology; Career Investigation, Chapter Service Project, Early Childhood, Focus on Children, Hospitality, Job Interview, National Programs in Action, Parliamentary Procedures, Promote and Publicize FCCLA!, Recycle and Redesign, Teach and Train

STOP the Violence: projects to promote youth violence prevention in work and community environments

Student Body: leadership and planning in nutrition, fitness and self-esteem projects

Resources:

<http://www.bls.gov/oco/> (**Occupational Outlook Handbook**) information on career description, educational requirements, training requirements, and potential earnings

<http://www.onetonline.org/find/> (**O*NET Online**) database of career information

www.census.gov/population/www/socdemo/hh-fam.html (**U.S. Census Bureau**) families and livings arrangements from U.S. Census

www.childstats.gov (**Federal Interagency Forum on Child and Family Statistics**) statistics on children and families

www.ed.gov/index.jsp (**U.S. Department of Education**) includes resources for educators

www.ed.gov/offices/OM/fpc (**Family Policy Compliance Office**) from U.S. Department of Education; resources include relevant court cases, hot topics and others related to family policy

www.nia.nih.gov (**National Institute on Aging**) news, articles and other resources for aging issues