

TRI-VALLEY REGIONAL OCCUPATIONAL PROGRAMS

COURSE INFORMATION

ROP COURSE TITLE: Careers with Children

ROP COURSE NO.: R9412

CBEDS PROGRAM CODE: 4400

CDE COURSE NO.: 6999

CBEDS PROGRAM TITLE: Careers in Child Development

TOTAL HOURS OF INSTRUCTION: 48 class/22 cc

BOARD APPROVAL: 1/25/12

OCCUPATIONAL TITLES FOR WHICH THE STUDENTS WILL BE PREPARED

<u>O'NET CODE</u>	<u>TITLE</u>
21-1021.00	Child Family Social Workers
21-1010.00	Educational/Vocational and School Counselors
25-2011.00	Preschool Teacher
25-2012.00	Kindergarten Teacher
25-2021.00	Elementary School Teacher
25-3099.02	Tutor
25-4021.00	Librarians
27-3091.00	Interpreter and Translator
29-1065.00	Pediatrician, General
29-1122.00	Occupational Therapist
29-1123.00	Physical Therapist
29-9727.00	Speech and Language Pathologist
39-9011.00	Child Care Workers
39-9032.00	Recreation Worker

Prerequisite: TB Test

Recommendation: Excellent attendance
Interested in a career involving children
Responsible

Description:

This one trimester course will provide a comprehensive overview of various careers that involve working with children. Students who participate in the course will explore occupations related to children, examine personal career goals, apply their knowledge in various settings that involve children, create and implement projects, and take part in a series of professional training activities. Through the investigation of various career choices, students will have the ability to develop an educated opinion of occupations that fit their personal needs and expectations. Upon successful completion of the course, students will be equipped with knowledge of entry level skills necessary for working with children, an educational/career plan, and resources within their own community.

Texts and Instructional Materials:

California Career Planning Guide 2nd Edition, by Charlseay Cartwright, Darlene Gallip, John Merris Coots, and Christina Rogers

Supplemental Materials:

Working with Young Children, by Judy Herr, The Goodheart-Wilcox Company, Inc. 2004
Teaching, by Sharlene Kato, The Goodheart-Wilcox Company, Inc. 2010

Internet Sites:

www.Bridges.com
www.california careers.info
www.californiarealitycheck.com
www.bls.gov

Student Performance Objectives:

Upon successful completion of the Careers with Children course, all students will be able to:

1. All students will explore personality traits and skills related to working with children.
2. List personality traits necessary of individuals working with children.
3. Students will identify and describe various career options, employment settings, and training required in association with careers with children.
4. Complete a resume
5. Demonstrate professional behavior in the classroom and work place.
6. Recognize and practice several techniques used for communication with children.
7. Plan and implement age appropriate activities.
8. Compile a list of internet and community resources that will assist them in planning for a future career/academic path after high school.
9. Identify distinct similarities and differences of various careers with children
10. Self evaluate personal performance when working with children.

Instructional Methods and/or Strategies

A variety of instructional methods will be used:

1. Work based learning and observation
2. Cooperative group work
3. Seminar discussions
4. Lecture
5. Peer teaching
6. Guest speakers
7. Web based searches
8. Self evaluation

Assessment Methods and/or Tools

Assessment of student performance will include but not be limited to:

1. Written Reports
2. Oral Presentations
3. Class Participation
4. Projects
5. Community classroom participation
6. Self-Evaluation

The following is the grading policy for this class.

A student's grade is based on the total number of points earned for assignments/quizzes/projects. Trimester grade is based on a culmination of points earned.

- Points awarded for each assignment are based on the quality and accuracy.
- Rubrics defining points are used to grade all major assignments.
- On-the-job performance at community classroom is factored into a student's overall grade. Students will meet with supervisor to evaluate job performance at the end of placement.
- Students will receive points each time they are at a community classroom site. If student is not present and did not notify the instructor prior to their absence, they will receive no points.

Careers with Children

CURRICULUM AND STANDARDS FOR STUDENT ACHIEVEMENT

Curriculum Area	Instruction	Achievement Level Required for Completion	Hours	
			Class	CC/ CVE
Orientation and Course Expectations	Students will review syllabi. Lecture and discussion will clarify course content, assignments and classroom policy. Group work will assist students in developing behavior expectations.	Students will be required to pass a written quiz with 80% accuracy	2	
STANDARDS ALIGNMENT				
Foundation Standards: 2.3 Witten and oral English Language Conventions(1.3)(1.4)(8.3 Ethics and Legal Responsibilities Pathway Standards: A1.7				
<i>The 5 W's of working with Children</i> <i>Who works with children?</i> <i>What types of careers are there?</i> <i>Where are the jobs located?</i> <i>When would I be working?</i> <i>Why should I work with children?</i>	Lecture, guest speakers, internet research, individual presentations and personal reflection will assist students in defining the 5 W's of working with children. Students will be given a quiz based on peer presentations.	Define necessary personality traits of individuals working with children and recognize personal areas of strength and weakness. Complete a research project about a particular job and present their project to peers. Describe factors that motivate individuals to seek a career with children.	13	

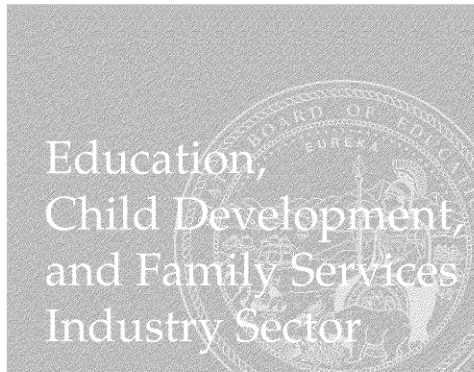
Curriculum Area	Instruction	Achievement Level Required for Completion	Hours	
<p>STANDARDS ALIGNMENT Foundation Standards: 2.2 Writing (2.3)(1.6) 2.3 Witten and oral English Language Conventions(1.3)(1.4)(1.2) 2.4 Listening and Speaking (1.7)(2.6) 3.1, 3.2 Career Planning and Management Pathway Standards: A1.3 A1.4 A1.5</p>				
<p><i>Professionalism</i></p>	<p>Lecture, worksheets, group projects, and analysis of professional versus non - professional behaviors. Community placements to expose students to professional behavior.</p>	<p>All students will create a model of professional and non-professional behavior. They will use the model to analyze, reflect, and create goals concerning personal characteristics and work ethic. Participate in a mock interview project. Write a personal resume. Create a brochure for a fictitious business.</p>	7	5
<p>STANDARDS ALIGNMENT Foundation Standards: 2.2 Writing (2.5) 2.3 Witten and oral English Language Conventions(1.3)(1.4)(1.2) 2.4, 2.5, 2.6, 2.7,2.8 Listening and Speaking (2.3) 3.1 , 3.6 Career Planning and Management 7.0 Responsibility and Flexibility 8.3 Ethics and Legal Responsibilities 9.1, 9.3, 9.5 Leadership and Teamwork 11.0 Demonstration and Application Pathway Standards: A1.4 A1.7 A2.5</p>				
<p><i>Universal Elements of Careers involving Children</i></p>	<p>Lecture, interactive group work, and guided note taking will introduce universal elements that appear in all careers with children: safety, child abuse, play, observation, theory, ethics, diversity and special needs.</p>	<p>All students will write a news article for a fictitious children's magazine that identifies and describes universal elements of careers involving children. All students will complete observations and write reflections on these elements in community settings.</p>	6	5
<p>STANDARDS ALIGNMENT Foundation Standards: 2.1 Reading (2.3) 5.0 Problem Solving and Critical Thinking 6.1 Health and Safety 7.0 Responsibility and Flexibility 8.3 Ethics and Legal Responsibilities 11.0 Demonstration and Application Pathway Standards: A2.2 A3.6 A4.4</p>				
<p><i>Communicating with Children</i></p>	<p>Lecture, group discussion, role playing and individual activities about strategies for communicating with children. Students will also investigate common discipline techniques.</p>	<p>All students will pass a written quiz involving; key terms, multiple choice and short answer questions. All students will communicate with at least one child through a Pen Pal program with a local elementary school.</p>	10	8

Curriculum Area	Instruction	Achievement Level Required for Completion	Hours	
STANDARDS ALIGNMENT				
Foundation Standards: 2.1 Reading (2.3) 2.3 Witten and oral English Language Conventions(1.3)(1.4)(1.2) 2.6 Listening and Speaking 5.0 Problem Solving and Critical Thinking 7.0 Responsibility and Flexibility 9.1, 9.3, 9.5 Leadership and Teamwork 11.0 Demonstration and Application Pathway Standards: A6.2 A6.3 A6.4				
<i>Activity Planning and Implementation</i>	Through modeling and guided practice, students will discover basic steps to implementing activities with children.	All students will choose an age group, plan an activity, and implement that activity with a group of their peers in class.	6	2
STANDARDS ALIGNMENT				
Foundation Standards: 2.2 Writing (2.5) 2.3 Witten and oral English Language Conventions(1.3)(1.4)(1.2) 7.0 Responsibility and Flexibility 9.1, 9.3, 9.5 Leadership and Teamwork 11.0 Demonstration and Application Pathway Standards: A11.2 A11.3 A12.1 A12.5				
Career Planning	With instructor support, internet research, personal interest inventory, and discussion will guide students to compile information about their specific career interest.	All students will present a career plan that includes personal goals and educational requirements. Students will choose an activity to complete that resembles a task they might do in a chosen career.	4	2
STANDARDS ALIGNMENT				
Foundation Standards: 2.1 Reading (2.2)(2.3) 2.2 Writing (2.5a)(2.3)(1.6) 2.3 Witten and oral English Language Conventions(1.3)(1.4)(1.2) 3.0 Career Planning and Management 7.0 Responsibility and Flexibility 11.0 Demonstration and Application Pathway Standards: A 1.7 A1.5				
Total hours			48	22

CA Career Technical Education Foundation Standards

Education, Child Development, and Family Services Industry Sector

Listed on the following pages.



The Education, Child Development, and Family Services sector is composed of four career pathways: Child Development, Consumer Services, Education, and Family and Human Services. The high staffing needs and growing emphasis on improving education will create exciting career opportunities in those fields. The Child Development Pathway provides students with the skills and knowledge they need to pursue careers in child care and related fields, and the Education Pathway emphasizes the preparation of students to become teachers. The Consumer Services Pathway gives students the employment and management skills needed in careers helping consumers. Students pursuing careers in the Family and Human Services Pathway learn the skills they need for careers related to family and social services. The standards are designed to integrate academic and career technical concepts. The components of the pathways support classroom and laboratory instruction or provide supervised, work-based learning experiences and leadership development.

FOUNDATION STANDARDS

1.0 Academics

Students understand the academic content required for entry into postsecondary education and employment in the Education, Child Development, and Family Services sector. *(The standards listed below retain in parentheses the numbering as specified in the mathematics, science, and history–social science content standards adopted by the State Board of Education.)*

1.1 Mathematics

Specific applications of Number Sense standards (grade seven):

- (1.1) Read, write, and compare rational numbers in scientific notation (positive and negative powers of 10) with approximate numbers using scientific notation.
- (1.2) Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers.

- (1.3) Convert fractions to decimals and percents and use these representations in estimations, computations, and applications.
- (1.4) Differentiate between rational and irrational numbers.
- (1.5) Know that every rational number is either a terminating or a repeating decimal and be able to convert terminating decimals into reduced fractions.
- (1.6) Calculate the percentage of increases and decreases of a quantity.
- (1.7) Solve problems that involve discounts, markups, commissions, and profit and compute simple and compound interest.

Specific applications of Mathematical Reasoning standards (grade seven):

- (1.1) Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.
- (2.1) Use estimation to verify the reasonableness of calculated results.
- (2.2) Apply strategies and results from simpler problems to more complex problems.
- (2.3) Estimate unknown quantities graphically and solve for them by using logical reasoning and arithmetic and algebraic techniques.
- (2.4) Make and test conjectures by using both inductive and deductive reasoning.
- (2.5) Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.
- (2.6) Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.
- (2.7) Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.
- (2.8) Make precise calculations and check the validity of the results from the context of the problem.
- (3.1) Evaluate the reasonableness of the solution in the context of the original situation.
- (3.2) Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.
- (3.3) Develop generalizations of the results obtained and the strategies used and apply them to new problem situations.

Specific applications of Algebra I standards (grades eight through twelve):

- (1.1) Students use properties of numbers to demonstrate whether assertions are true or false.
- (13.0) Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.
- (24.1) Students explain the difference between inductive and deductive reasoning and identify and provide examples of each.
- (24.2) Students identify the hypothesis and conclusion in logical deduction.
- (24.3) Students use counterexamples to show that an assertion is false and recognize that a single counterexample is sufficient to refute an assertion.

Specific applications of Geometry standards (grades eight through twelve):

- (8.0) Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.

1.2 *Science*

Specific applications of Investigation and Experimentation standards (grades nine through twelve):

- (1.a) Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.
- (1.d) Formulate explanations by using logic and evidence.
- (1.m) Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.

1.3 *History–Social Science*

Specific applications of Chronological and Spatial Thinking standards (grades nine through twelve):

- (1) Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
- (2) Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.

Specific applications of Historical Interpretation standards (grades nine through twelve):

- (1) Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.

Specific applications of World History, Culture, and Geography: The Modern World standards (grade ten):

- (10.3.5) Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.
- (10.10.2) Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.
- (10.11) Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).

Specific applications of United States History and Geography: Continuity and Change in the Twentieth Century standards (grade eleven):

- (11.5.7) Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity), and the resulting prosperity and effect on the American landscape.

(11.8.7) Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.

(11.11.3) Describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure.

Specific applications of Principles of Economics standards (grade twelve):

(12.1) Students understand common economic terms and concepts and economic reasoning.

(12.1.1) Examine the causal relationship between scarcity and the need for choices.

(12.1.2) Explain opportunity cost and marginal benefit and marginal cost.

(12.1.3) Identify the difference between monetary and nonmonetary incentives and how changes in incentives cause changes in behavior.

(12.1.4) Evaluate the role of private property as an incentive in conserving and improving scarce resources, including renewable and nonrenewable natural resources.

(12.2) Students analyze the elements of America's market economy in a global setting.

(12.2.1) Understand the relationship of the concept of incentives to the law of supply and the relationship of the concept of incentives and substitutes to the law of demand.

(12.2.2) Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.

(12.2.3) Explain the roles of property rights, competition, and profit in a market economy.

(12.2.4) Explain how prices reflect the relative scarcity of goods and services and perform the allocative function in a market economy.

(12.2.5) Understand the process by which competition among buyers and sellers determines a market price.

(12.2.6) Describe the effect of price controls on buyers and sellers.

(12.2.7) Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.

(12.2.8) Explain the role of profit as the incentive to entrepreneurs in a market economy.

(12.2.9) Describe the functions of the financial markets.

(12.3) Students analyze the influence of the federal government on the American economy.

(12.3.1) Understand how the role of government in a market economy often includes providing for national defense, addressing environmental concerns, defining and enforcing property rights, attempting to make markets more competitive, and protecting consumers' rights.

(12.3.2) Identify the factors that may cause the costs of government actions to outweigh the benefits.

- (12.3.3) Describe the aims of government fiscal policies (taxation, borrowing, spending) and their influence on production, employment, and price levels.
- (12.3.4) Understand the aims and tools of monetary policy and their influence on economic activity (e.g., the Federal Reserve).
- (12.4) Students analyze the elements of the U.S. labor market in a global setting.
- (12.4.1) Understand the operations of the labor market, including the circumstances surrounding the establishment of principal American labor unions, procedures that unions use to gain benefits for their members, the effects of unionization, the minimum wage, and unemployment insurance.
- (12.4.2) Describe the current economy and labor market, including the types of goods and services produced, the types of skills workers need, the effects of rapid technological change, and the impact of international competition.
- (12.4.3) Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.
- (12.4.4) Explain the effects of international mobility of capital and labor on the U.S. economy.
- (12.6) Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States's borders.
- (12.6.1) Identify the gains in consumption and production efficiency from trade, with emphasis on the main products and changing geographic patterns of twentieth-century trade among countries in the Western Hemisphere.
- (12.6.2) Compare the reasons for and the effects of trade restrictions during the Great Depression compared with present-day arguments among labor, business, and political leaders over the effects of free trade on the economic and social interests of various groups of Americans.
- (12.6.3) Understand the changing role of international political borders and territorial sovereignty in a global economy.
- (12.6.4) Explain foreign exchange, the manner in which exchange rates are determined, and the effects of the dollar's gaining (or losing) value relative to other currencies.

2.0 Communications

Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts.

(The standards listed below retain in parentheses the numbering as specified in the English-language arts content standards adopted by the State Board of Education.)

2.1 Reading

Specific applications of Reading Comprehension standards (grades nine and ten):

- (2.1) Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.

- (2.2) Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.
 - (2.3) Generate relevant questions about readings on issues that can be researched.
 - (2.6) Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).
 - (2.7) Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.
- Specific applications of Reading Comprehension standards (grades eleven and twelve):
- (2.3) Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

2.2 Writing

Specific applications of Writing Applications standards (grade eight):

- (2.5) Write documents related to career development, including simple business letters and job applications:
 - a. Present information purposefully and succinctly and meet the needs of the intended audience.
 - b. Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum).

Specific applications of Writing Strategies and Applications standards (grades nine and ten):

- (1.3) Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.
- (1.4) Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).
- (1.5) Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).
- (1.6) Integrate quotations and citations into a written text while maintaining the flow of ideas.
- (1.7) Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., *Modern Language Association Handbook*, *The Chicago Manual of Style*).
- (1.8) Design and publish documents by using advanced publishing software and graphic programs.
- (1.9) Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

- (2.3) Write expository compositions, including analytical essays and research reports:
 - a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
 - b. Convey information and ideas from primary and secondary sources accurately and coherently.
 - c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
 - d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
 - e. Anticipate and address readers' potential misunderstandings, biases, and expectations.
 - f. Use technical terms and notations accurately.
- (2.4) Write persuasive compositions:
 - a. Structure ideas and arguments in a sustained and logical fashion.
 - b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).
 - c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.
 - d. Address readers' concerns, counterclaims, biases, and expectations.
- (2.5) Write business letters:
 - a. Provide clear and purposeful information and address the intended audience appropriately.
 - b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
 - c. Highlight central ideas or images.
 - d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.

Specific applications of Writing Strategies and Applications standards (grades eleven and twelve):

- (1.1) Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.
- (1.3) Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
- (1.6) Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).
- (1.8) Integrate databases, graphics, and spreadsheets into word-processed documents.

- (2.5) Write job applications and résumés:
 - a. Provide clear and purposeful information and address the intended audience appropriately.
 - b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
 - c. Modify the tone to fit the purpose and audience.
 - d. Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.
- (2.6) Deliver multimedia presentations:
 - a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).
 - b. Select an appropriate medium for each element of the presentation.
 - c. Use the selected media skillfully, editing appropriately and monitoring for quality.
 - d. Test the audience's response and revise the presentation accordingly.

2.3 *Written and Oral English Language Conventions*

Specific applications of English Language Conventions standards (grades nine and ten):

- (1.1) Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).
- (1.2) Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).
- (1.3) Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.
- (1.4) Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.
- (1.5) Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.

2.4 *Listening and Speaking*

Specific applications of Listening and Speaking Strategies and Applications standards (grades nine and ten):

- (1.1) Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.
- (1.2) Compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event.

- (1.3) Choose logical patterns of organization (e.g., chronological, topical, cause and effect) to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or cause.
 - (1.7) Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
 - (2.3) Apply appropriate interviewing techniques:
 - a. Prepare and ask relevant questions.
 - b. Make notes of responses.
 - c. Use language that conveys maturity, sensitivity, and respect.
 - d. Respond correctly and effectively to questions.
 - e. Demonstrate knowledge of the subject or organization.
 - f. Compile and report responses.
 - g. Evaluate the effectiveness of the interview.
 - (2.6) Deliver descriptive presentations:
 - a. Establish clearly the speaker's point of view on the subject of the presentation.
 - b. Establish clearly the speaker's relationship with that subject (e.g., dispassionate observation, personal involvement).
 - c. Use effective, factual descriptions of appearance, concrete images, shifting perspectives and vantage points, and sensory details.
- Specific applications of Speaking Applications standards (grades eleven and twelve):
- (2.4) Deliver multimedia presentations:
 - a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
 - b. Select an appropriate medium for each element of the presentation.
 - c. Use the selected media skillfully, editing appropriately and monitoring for quality.
 - d. Test the audience's response and revise the presentation accordingly.

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- 2.5 Understand the importance of effective nonverbal, oral, and written communication skills in getting and keeping a job.
 - 2.6 Use the appropriate vocabulary and specialized terminology of the industry.
 - 2.7 Understand verbal and nonverbal communication and respond appropriately.
 - 2.8 Understand trends and new information by reading and interpreting the professional literature of the professions within a selected career pathway.
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3.0 Career Planning and Management

Students understand how to make effective decisions, use career information, and manage personal career plans:

- 3.1 Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.

- 3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.
- 3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.
- 3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.
- 3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.
- 3.6 Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio.

4.0 Technology

Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments:

- 4.1 Understand past, present, and future technological advances as they relate to a chosen pathway.
- 4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.
- 4.3 Understand the influence of current and emerging technology on selected segments of the economy.
- 4.4 Use appropriate technology in the chosen career pathway.

5.0 Problem Solving and Critical Thinking

Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques:

- 5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
- 5.2 Understand the systematic problem-solving models that incorporate input, process, outcome, and feedback components.
- 5.3 Use critical thinking skills to make informed decisions and solve problems.
- 5.4 Apply decision-making skills to achieve balance in the multiple roles of personal, home, work, and community life.

6.0 Health and Safety

Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials:

- 6.1 Know the policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.
- 6.2 Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.

7.0 Responsibility and Flexibility

Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings:

- 7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.
- 7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
- 7.3 Understand the need to adapt to varied roles and responsibilities.
- 7.4 Understand that individual actions can affect the larger community.

8.0 Ethics and Legal Responsibilities

Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms:

- 8.1 Know the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations.
- 8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards.
- 8.3 Understand the role of personal integrity and ethical behavior in the workplace.

9.0 Leadership and Teamwork

Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution:

- 9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
- 9.2 Understand the ways in which preprofessional associations, such as FHA-HERO, and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.
- 9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.
- 9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
- 9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.

10.0 Technical Knowledge and Skills (Consumer and Family Studies)

Students understand the essential knowledge and skills common to all pathways in the Education, Child Development, and Family Services sector:

- 10.1 Understand the decisions and responsibilities involved in parenting in various cultures.
- 10.2 Understand the stages of pregnancy, from conception through birth, and the implications of environment and heredity on the health and well-being of a child.
- 10.3 Understand the importance of studying child growth and development from infancy through adolescence.
- 10.4 Understand positive guidance and discipline techniques that promote feelings of self-worth as they apply to the developmental stages of children.
- 10.5 Understand the value and methods of providing infants, children, and adolescents with play and developmentally appropriate learning activities.
- 10.6 Understand the process of making consumer decisions, including the comparison of goods and services.
- 10.7 Understand how to manage financial resources to achieve personal and family goals.
- 10.8 Understand consumer resources, rights, and responsibilities and their relationship to the various levels of the economy.
- 10.9 Understand the function of the family as a basic unit of society and the contributions of the family unit to the development of individuals.
- 10.10 Understand the factors that affect the development of individuals and how to build positive relationships.
- 10.11 Understand the adjustments needed to adapt to major life changes throughout the human life cycle.
- 10.12 Understand strategies and resources for managing conflicts and crises.
- 10.13 Understand the importance of wellness and safety to individual and family health and well-being.
- 10.14 Understand how to prevent and control infection and disease to produce the optimum health of individuals and families.
- 10.15 Understand the strategies that enable persons to manage and balance personal, family, and work responsibilities to enhance productivity and attain a quality of life.
- 10.16 Assess the individual, family, and workplace factors that influence decisions at each stage of the human life cycle.
- 10.17 Understand how knowledge, skills, attitudes, and behaviors learned in consumer and family studies can be transferred to advanced training and education or to careers related to the Education, Child Development, and Family Services sector.

11.0 Demonstration and Application

Students demonstrate and apply the concepts contained in the foundation and pathway standards.