

Wyoming Department of Education Required Virtual Education Course Syllabus

Niobrara County School District # 1

Program Name	Wyoming Virtual Academy	Content Area	VE
Course ID	D-OTH-060V1-AVT	Grade Level	9-12
Course Name	Family and Consumer Science	# of Credits	0.5
SCED Code	19251G0.5011	Curriculum Type	K12 Inc

COURSE DESCRIPTION

In this course, students develop skills and knowledge to help them transition into adult roles within the family. They learn to make wise consumer choices, prepare nutritious meals, contribute effectively as part of a team, manage a household budget, and balance roles of work and family. They gain an appreciation for the responsibilities of family members throughout the life-span and the contributions to the well-being of the family and the community.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
CV12.1.2	College and career-ready students explore careers including outlook, salary, needed training, duties and lifestyle utilizing all available resources including mentors and industry experts.
CV12.1.4	College and career-ready students demonstrate employability skills that enable them to be responsible and contributing citizens and employees.
CV12.2.1	College and career-ready students communicate clearly, effectively, and with reason.
CV12.2.2	College and career-ready students identify and model integrity, ethical leadership and effective management skills.
CV12.2.3	College and career-ready students work productively in teams while using cultural global competence.
CV12.2.4	College and career-ready students apply safe, legal, and responsible use of information and technology as appropriate to the task.
CV12.3.1	College and career-ready students identify and define authentic problems and significant questions for investigation.
CV12.3.2	College and career-ready students identify trends, forecast possibilities, and explore complex systems and issues.
CV12.3.3	College and career-ready students employ valid and reliable research strategies and apply prior knowledge to solve a problem or complete a project.
CV12.3.4	College and career-ready students demonstrate creativity and innovation while considering the environmental, social, and economic impacts of decisions.
CV12.4.1	College and career-ready students produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (*CCSS W.11.4)
CV12.4.2	College and career-ready students determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in technical context. (*Adapted from CCSS RL.9.11)

CV12.4.3	College and career-ready students acquire, manipulate, analyze, diagnose, and/or report information, using the appropriate technology.
CV12.4.4	College and career-ready students precisely follow a complex multistep procedure when performing technical tasks. (*Adapted from CCSS RL.9.3)
CV12.5.1	College and career-ready students manage resources to develop, analyze, and implement systems and applications.
CV12.5.2	College and career-ready students productively complete tasks taking constraints, priorities and resources into account.
CV12.5.3	College and career-ready students safely and ethically use current industry-standard tools and emerging technologies.
CV12.5.4	College and career-ready students utilize technology to develop innovative solutions or products.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
<p>Unit 1: Money and You 1.01 Introduction</p>		<p>After you have completed this unit, you will be able to:</p> <ul style="list-style-type: none"> Explain the responsibilities associated with managing personal finances. Compare and contrast factors affecting annual gross and taxable income and reporting requirements. Compare the influence of income and fringe benefits to make decisions about work. Analyze the management of financial resources across the lifespan. Delineate and assess the factors affecting the availability of housing (e.g, supply and demand, market factors, geographic location, and community regulation). Students will be able to compare and contrast the relative merits of housing options in their community. Analyze the relationship among factors affecting consumer housing decisions (e.g., human needs, financial resources, location, legal agreements, maintenance responsibilities). Explain how consumer rights and responsibilities are protected (e.g., government agencies, consumer protection agencies, consumer action groups). Evaluate the role of consumer rights and

		<p>responsibilities in the resolution of a consumer problem through the practical reasoning process.</p> <p>Compare and contrast the selection of goods and services by applying effective consumer strategies.</p>
<p>Unit 1: Money and You 1.02 Supporting Yourself and Your Family</p>		<p>After you have completed this unit, you will be able to:</p> <p>Explain the responsibilities associated with managing personal finances.</p> <p>Compare and contrast factors affecting annual gross and taxable income and reporting requirements.</p> <p>Compare the influence of income and fringe benefits to make decisions about work.</p> <p>Analyze the management of financial resources across the lifespan.</p> <p>Delineate and assess the factors affecting the availability of housing (e.g, supply and demand, market factors, geographic location, and community regulation).</p> <p>Students will be able to compare and contrast the relative merits of housing options in their community.</p> <p>Analyze the relationship among factors affecting consumer housing decisions (e.g., human needs, financial resources, location, legal agreements, maintenance responsibilities).</p> <p>Explain how consumer rights and responsibilities are protected (e.g., government agencies, consumer protection agencies, consumer action groups).</p> <p>Evaluate the role of consumer rights and responsibilities in the resolution of a consumer problem through the practical reasoning process.</p> <p>Compare and contrast the selection of goods and services by applying effective consumer strategies.</p>
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<p>Unit 1: Money and You 1.03 Managing Your Money</p>		<p>After you have completed this unit, you will be able to:</p> <p>Explain the responsibilities associated with</p>

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<p>Unit 1: Money and You 1.04 Establishing a Home</p>		<p>After you have completed this unit, you will be able to:</p> <p>Explain the responsibilities associated with managing personal finances. Compare and contrast factors affecting annual gross and taxable income and reporting requirements. Compare the influence of income and fringe benefits to make decisions about work. Analyze the management of financial resources across the lifespan. Delineate and assess the factors affecting the availability of housing (e.g, supply and demand, market factors, geographic location, and community regulation). Students will be able to compare and contrast the relative merits of housing options in their community. Analyze the relationship among factors affecting consumer housing decisions (e.g., human needs, financial resources, location, legal agreements, maintenance responsibilities). Explain how consumer rights and responsibilities are protected (e.g., government agencies, consumer protection agencies, consumer action groups). Evaluate the role of consumer rights and responsibilities in the resolution of a consumer problem through the practical reasoning process. Compare and contrast the selection of goods and services by applying effective consumer strategies.</p>
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<p>Unit 1: Money and You 1.05 A Responsible Consumer</p>		<p>After you have completed this unit, you will be able to:</p> <ul style="list-style-type: none"> Explain the responsibilities associated with managing personal finances. Compare and contrast factors affecting annual gross and taxable income and reporting requirements. Compare the influence of income and fringe benefits to make decisions about work. Analyze the management of financial resources across the lifespan. Delineate and assess the factors affecting the availability of housing (e.g, supply and demand, market factors, geographic location,

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<p>Unit 1: Money and You 1.05 A Responsible Consumer</p>	<p>CV12.1.2, CV12.2.1, CV12.2.4, CV12.3.1, CV12.3.2, CV12.3.3, CV12.3.4, CV12.4.2,</p>	<p>After you have completed this unit, you will be able to:</p> <p>Explain the responsibilities associated with managing personal finances.</p>

	<p>CV12.4.3, CV12.4.4, CV12.5.2, CV12.5.3</p>	<p>Compare and contrast factors affecting annual gross and taxable income and reporting requirements.</p> <p>Compare the influence of income and fringe benefits to make decisions about work.</p> <p>Analyze the management of financial resources across the lifespan.</p> <p>Delineate and assess the factors affecting the availability of housing (e.g, supply and demand, market factors, geographic location, and community regulation).</p> <p>Students will be able to compare and contrast the relative merits of housing options in their community.</p> <p>Analyze the relationship among factors affecting consumer housing decisions (e.g., human needs, financial resources, location, legal agreements, maintenance responsibilities).</p> <p>Explain how consumer rights and responsibilities are protected (e.g., government agencies, consumer protection agencies, consumer action groups).</p> <p>Evaluate the role of consumer rights and responsibilities in the resolution of a consumer problem through the practical reasoning process.</p> <p>Compare and contrast the selection of goods and services by applying effective consumer strategies.</p>
<p>Unit 2: A Balanced Family and Work Life 2.01 Introduction</p>		<p>After you have completed this unit, you will be able to:</p> <p>Assess the effectiveness of the use of teamwork and leadership skills in accomplishing the work of the family.</p> <p>Analyze teamwork and leadership skills and their application in various family and work situations.</p> <p>Justify the significance of interpersonal communication skills in the practical reasoning method of decision making.</p> <p>Evaluate the effectiveness of using interpersonal communication skills to resolve conflict.</p> <p>Solve dilemmas using a practical reasoning approach: identify situation, identify reliable information, list</p>

		<p>choices and examine the consequences of each, develop a plan of action, draw conclusions, and reflect on decisions.</p> <p>Justify solutions developed by using practical reasoning skills.</p> <p>Know the Family, Career and Community Leaders of America, or FCCLA action planning procedure and how to apply it to family, work and community decisions.</p> <p>Evaluate the effectiveness of action plans that integrate personal, work, family and community responsibilities.</p> <p>Contrast past and present family functions and predict their probable impact on the future of the family.</p> <p>Assess the relationship of family functions to human development stages.</p> <p>Analyze the space requirements for a specified activity to meet a given need (e.g., family room, home office, kitchen).</p> <p>Based on efficiency, aesthetics and psychology, evaluate space plans (e.g., home, office, work areas) for their ability to meet a variety of needs including those of individuals with special needs.</p> <p>Evaluate the impact of technology and justify the use or nonuse of it (e.g., safety, cost/budget, appearance, efficiency).</p> <p>Assess the availability of emerging technology that is designed to do the work of the family and evaluate the impact of its use on individuals, families, and communities.</p>
<p>Unit 2: A Balanced Family and Work Life 2.02 Teamwork and Leadership</p>		<p>After you have completed this unit, you will be able to:</p> <p>Assess the effectiveness of the use of teamwork and leadership skills in accomplishing the work of the family.</p> <p>Analyze teamwork and leadership skills and their application in various family and work situations.</p>

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<p>Unit 2: A Balanced Family and Work Life 2.03 Putting Plans into Action</p>		<p>After you have completed this unit, you will be able to:</p> <p>Assess the effectiveness of the use of teamwork and leadership skills in accomplishing the work of the family.</p>

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<p>Unit 2: A Balanced Family and Work Life 2.04 Family Matters</p>		<p>After you have completed this unit, you will be able to: Assess the effectiveness of the use of teamwork and leadership skills in accomplishing the work of the family. Analyze teamwork and leadership skills and their application in various family and work situations. Justify the significance of interpersonal communication skills in the practical reasoning method of decision making. Evaluate the effectiveness of using interpersonal communication skills to resolve conflict. Solve dilemmas using a practical reasoning approach:</p>

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<p>Unit 2: A Balanced Family and Work Life 2.05 A Home for Life</p>		<p>After you have completed this unit, you will be able to:</p> <p>Assess the effectiveness of the use of teamwork and leadership skills in accomplishing the work of the family.</p> <p>Analyze teamwork and leadership skills and their application in various family and work situations.</p> <p>Justify the significance of interpersonal communication skills in the practical reasoning method of decision making.</p> <p>Evaluate the effectiveness of using interpersonal communication skills to resolve conflict.</p> <p>Solve dilemmas using a practical reasoning approach: identify situation, identify reliable information, list choices and examine the consequences of each, develop a plan of action, draw conclusions, and reflect on decisions.</p> <p>Justify solutions developed by using practical reasoning skills.</p> <p>Know the Family, Career and Community Leaders of America, or FCCLA action planning procedure and how to apply it to family, work and community decisions.</p> <p>Evaluate the effectiveness of action plans that integrate personal, work, family and community responsibilities.</p> <p>Contrast past and present family functions and predict their probable impact on the future of the family.</p> <p>Assess the relationship of family functions to human development stages.</p> <p>Analyze the space requirements for a specified activity to meet a given need (e.g., family room, home office, kitchen).</p> <p>Based on efficiency, aesthetics and psychology, evaluate space plans (e.g., home, office, work areas) for</p>

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<p>Unit 2: A Balanced Family and Work Life 2.05 A Home for Life</p>		<p>After you have completed this unit, you will be able to:</p> <p>Assess the effectiveness of the use of teamwork and leadership skills in accomplishing the work of the family.</p> <p>Analyze teamwork and leadership skills and their application in various family and work situations.</p> <p>Justify the significance of interpersonal communication skills in the practical reasoning method of decision making.</p> <p>Evaluate the effectiveness of using interpersonal communication skills to resolve conflict.</p> <p>Solve dilemmas using a practical reasoning approach: identify situation, identify reliable information, list choices and examine the consequences of each, develop a plan of action, draw conclusions, and reflect on decisions.</p> <p>Justify solutions developed by using practical reasoning skills.</p> <p>Know the Family, Career and Community Leaders of America, or FCCLA action planning procedure and how to apply it to family, work and community decisions.</p> <p>Evaluate the effectiveness of action plans that integrate personal, work, family and community responsibilities.</p> <p>Contrast past and present family functions and predict their probable impact on the future of the family.</p>

		<p>Assess the relationship of family functions to human development stages.</p> <p>Analyze the space requirements for a specified activity to meet a given need (e.g., family room, home office, kitchen).</p> <p>Based on efficiency, aesthetics and psychology, evaluate space plans (e.g., home, office, work areas) for their ability to meet a variety of needs including those of individuals with special needs.</p> <p>Evaluate the impact of technology and justify the use or nonuse of it (e.g., safety, cost/budget, appearance, efficiency).</p> <p>Assess the availability of emerging technology that is designed to do the work of the family and evaluate the impact of its use on individuals, families, and communities.</p>
<p>Unit 2: A Balanced Family and Work Life 2.05 A Home for Life</p>		<p>After you have completed this unit, you will be able to:</p> <p>Assess the effectiveness of the use of teamwork and leadership skills in accomplishing the work of the family.</p> <p>Analyze teamwork and leadership skills and their application in various family and work situations.</p> <p>Justify the significance of interpersonal communication skills in the practical reasoning method of decision making.</p> <p>Evaluate the effectiveness of using interpersonal communication skills to resolve conflict.</p> <p>Solve dilemmas using a practical reasoning approach: identify situation, identify reliable information, list choices and examine the consequences of each, develop a plan of action, draw conclusions, and reflect on decisions.</p> <p>Justify solutions developed by using practical reasoning skills.</p> <p>Know the Family, Career and</p>

		<p>Community Leaders of America, or FCCLA action planning procedure and how to apply it to family, work and community decisions.</p> <p>Evaluate the effectiveness of action plans that integrate personal, work, family and community responsibilities.</p> <p>Contrast past and present family functions and predict their probable impact on the future of the family.</p> <p>Assess the relationship of family functions to human development stages.</p> <p>Analyze the space requirements for a specified activity to meet a given need (e.g., family room, home office, kitchen).</p> <p>Based on efficiency, aesthetics and psychology, evaluate space plans (e.g., home, office, work areas) for their ability to meet a variety of needs including those of individuals with special needs.</p> <p>Evaluate the impact of technology and justify the use or nonuse of it (e.g., safety, cost/budget, appearance, efficiency).</p> <p>Assess the availability of emerging technology that is designed to do the work of the family and evaluate the impact of its use on individuals, families, and communities.</p>
<p>Unit 2: A Balanced Family and Work Life 2.05 A Home for Life</p>	<p>CV12.2.1, CV12.2.2, CV12.2.4, CV12.3.1, CV12.3.2, CV12.3.3, CV12.3.4 CV12.4.2, CV12.4.3, CV12.5.1, CV12.5.2, CV12.5.3, CV12.5.4</p>	<p>After you have completed this unit, you will be able to:</p> <p>Assess the effectiveness of the use of teamwork and leadership skills in accomplishing the work of the family.</p> <p>Analyze teamwork and leadership skills and their application in various family and work situations.</p> <p>Justify the significance of interpersonal communication skills in the practical reasoning method of decision making.</p> <p>Evaluate the effectiveness of using interpersonal communication skills to resolve conflict.</p>

		<p>Solve dilemmas using a practical reasoning approach: identify situation, identify reliable information, list choices and examine the consequences of each, develop a plan of action, draw conclusions, and reflect on decisions.</p> <p>Justify solutions developed by using practical reasoning skills.</p> <p>Know the Family, Career and Community Leaders of America, or FCCLA action planning procedure and how to apply it to family, work and community decisions.</p> <p>Evaluate the effectiveness of action plans that integrate personal, work, family and community responsibilities.</p> <p>Contrast past and present family functions and predict their probable impact on the future of the family.</p> <p>Assess the relationship of family functions to human development stages.</p> <p>Analyze the space requirements for a specified activity to meet a given need (e.g., family room, home office, kitchen).</p> <p>Based on efficiency, aesthetics and psychology, evaluate space plans (e.g., home, office, work areas) for their ability to meet a variety of needs including those of individuals with special needs.</p> <p>Evaluate the impact of technology and justify the use or nonuse of it (e.g., safety, cost/budget, appearance, efficiency).</p> <p>Assess the availability of emerging technology that is designed to do the work of the family and evaluate the impact of its use on individuals, families, and communities.</p>
<p>Unit 3: Living a Healthy Life 3.01 Introduction</p>		<p>After you have completed this unit you will be able to:</p> <p>Explain how scientific and technological developments enhance our food supply (e.g. food preservation</p>

		<p>techniques, packaging, nutrient fortification).</p> <p>Analyze how food engineering and technology trends will influence food supply.</p> <p>Identify the cause, effect and prevention of microbial contamination, parasites, and toxic chemicals in foods.</p> <p>Evaluate the role of government agencies in safeguarding our food supply (e.g., USDA, FDA, EPA, and CDC).</p> <p>Analyze the relationship between diet and disease and risk factors (e.g., calcium and osteoporosis; fat, cholesterol and heart disease; folate and birth defects; sodium and hypertension).</p> <p>Critique diet modifications for their ability to improve nutritionally-related health conditions (e.g., diabetes, lactose-intolerance, iron deficiency).</p> <p>Evaluate sources of food and nutritional information.</p> <p>Analyze the impact of food addictions and eating disorders on health.</p> <p>Analyze the energy requirements, nutrient requirements and body composition for individuals at various stages of the life-cycle.</p> <p>Analyze the breakdown of foods, absorption of nutrients and their conversion to energy by the body.</p> <p>Hypothesize the effectiveness of the use of meal management principles (e.g., time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation).</p> <p>Evaluate the application of nutrition and meal planning principles in the selection, planning, preparation and serving of meals that meet the specific nutritional needs of individuals across their lifespan.</p> <p>Analyze the application of physical and chemical changes that occur in food during preparation and</p>
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		<p>preservation.</p> <p>Analyze the relevance of scientific principles to food processing, preparation and packaging.</p>
<p>Unit 3: Living a Healthy Life 3.02 The Science of Food</p>		<p>After you have completed this unit you will be able to:</p> <p>Explain how scientific and technological developments enhance our food supply (e.g. food preservation techniques, packaging, nutrient fortification).</p> <p>Analyze how food engineering and technology trends will influence food supply.</p> <p>Identify the cause, effect and prevention of microbial contamination, parasites, and toxic chemicals in foods.</p> <p>Evaluate the role of government agencies in safeguarding our food supply (e.g., USDA, FDA, EPA, and CDC).</p> <p>Analyze the relationship between diet and disease and risk factors (e.g., calcium and osteoporosis; fat, cholesterol and heart disease; folate and birth defects; sodium and hypertension).</p> <p>Critique diet modifications for their ability to improve nutritionally-related health conditions (e.g., diabetes, lactose-intolerance, iron deficiency).</p> <p>Evaluate sources of food and nutritional information.</p> <p>Analyze the impact of food addictions and eating disorders on health.</p> <p>Analyze the energy requirements, nutrient requirements and body composition for individuals at various stages of the life-cycle.</p> <p>Analyze the breakdown of foods, absorption of nutrients and their conversion to energy by the body.</p> <p>Hypothesize the effectiveness of the use of meal management principles (e.g., time management, budgetary</p>

		<p>considerations, sensory appeal, balanced nutrition, safety, sanitation).</p> <p>Evaluate the application of nutrition and meal planning principles in the selection, planning, preparation and serving of meals that meet the specific nutritional needs of individuals across their lifespan.</p> <p>Analyze the application of physical and chemical changes that occur in food during preparation and preservation.</p> <p>Analyze the relevance of scientific principles to food processing, preparation and packaging.</p>
<p>Unit 3: Living a Healthy Life 3.02 The Science of Food</p>		<p>After you have completed this unit you will be able to:</p> <p>Explain how scientific and technological developments enhance our food supply (e.g. food preservation techniques, packaging, nutrient fortification).</p> <p>Analyze how food engineering and technology trends will influence food supply.</p> <p>Identify the cause, effect and prevention of microbial contamination, parasites, and toxic chemicals in foods.</p> <p>Evaluate the role of government agencies in safeguarding our food supply (e.g., USDA, FDA, EPA, and CDC).</p> <p>Analyze the relationship between diet and disease and risk factors (e.g., calcium and osteoporosis; fat, cholesterol and heart disease; folate and birth defects; sodium and hypertension).</p> <p>Critique diet modifications for their ability to improve nutritionally-related health conditions (e.g., diabetes, lactose-intolerance, iron deficiency).</p> <p>Evaluate sources of food and nutritional information.</p> <p>Analyze the impact of food addictions and eating disorders on</p>

		<p>health.</p> <p>Analyze the energy requirements, nutrient requirements and body composition for individuals at various stages of the life-cycle.</p> <p>Analyze the breakdown of foods, absorption of nutrients and their conversion to energy by the body.</p> <p>Hypothesize the effectiveness of the use of meal management principles (e.g., time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation).</p> <p>Evaluate the application of nutrition and meal planning principles in the selection, planning, preparation and serving of meals that meet the specific nutritional needs of individuals across their lifespan.</p> <p>Analyze the application of physical and chemical changes that occur in food during preparation and preservation.</p> <p>Analyze the relevance of scientific principles to food processing, preparation and packaging.</p>
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		<p>cholesterol and heart disease; folate and birth defects; sodium and hypertension).</p> <p>Critique diet modifications for their ability to improve nutritionally-related health conditions (e.g., diabetes, lactose-intolerance, iron deficiency).</p> <p>Evaluate sources of food and nutritional information.</p> <p>Analyze the impact of food addictions and eating disorders on health.</p> <p>Analyze the energy requirements, nutrient requirements and body composition for individuals at various stages of the life-cycle.</p> <p>Analyze the breakdown of foods, absorption of nutrients and their conversion to energy by the body.</p> <p>Hypothesize the effectiveness of the use of meal management principles (e.g., time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation).</p> <p>Evaluate the application of nutrition and meal planning principles in the selection, planning, preparation and serving of meals that meet the specific nutritional needs of individuals across their lifespan.</p> <p>Analyze the application of physical and chemical changes that occur in food during preparation and preservation.</p> <p>Analyze the relevance of scientific principles to food processing, preparation and packaging.</p>
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<p>Unit 3: Living a Healthy Life 3.02 The Science of Food</p>		<p>After you have completed this unit you will be able to:</p> <p>Explain how scientific and technological developments enhance our food supply (e.g. food preservation techniques, packaging, nutrient fortification).</p> <p>Analyze how food engineering and technology trends will influence food supply.</p> <p>Identify the cause, effect and prevention of microbial contamination, parasites, and toxic chemicals in foods.</p> <p>Evaluate the role of government agencies in safeguarding our food supply (e.g., USDA, FDA, EPA, and CDC).</p> <p>Analyze the relationship between diet and disease and risk factors (e.g., calcium and osteoporosis; fat, cholesterol and heart disease; folate and birth defects; sodium and hypertension).</p> <p>Critique diet modifications for their ability to improve nutritionally-related health conditions (e.g., diabetes, lactose-intolerance, iron deficiency).</p> <p>Evaluate sources of food and nutritional information.</p> <p>Analyze the impact of food addictions and eating disorders on health.</p> <p>Analyze the energy requirements, nutrient requirements and body composition for individuals at various stages of the life-cycle.</p> <p>Analyze the breakdown of foods, absorption of nutrients and their conversion to energy by the body.</p> <p>Hypothesize the effectiveness of the use of meal management principles (e.g., time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation).</p> <p>Evaluate the application of nutrition and meal planning principles in the selection, planning, preparation and</p>
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<p>Unit 3: Living a Healthy Life 3.02 The Science of Food</p>		<p>After you have completed this unit you will be able to:</p> <p>Explain how scientific and technological developments enhance our food supply (e.g. food preservation techniques, packaging, nutrient fortification).</p> <p>Analyze how food engineering and technology trends will influence food supply.</p> <p>Identify the cause, effect and prevention of microbial contamination, parasites, and toxic chemicals in foods.</p> <p>Evaluate the role of government agencies in safeguarding our food supply (e.g., USDA, FDA, EPA, and CDC).</p> <p>Analyze the relationship between diet and disease and risk factors (e.g., calcium and osteoporosis; fat, cholesterol and heart disease; folate and birth defects; sodium and hypertension).</p> <p>Critique diet modifications for their ability to improve nutritionally-related health conditions (e.g., diabetes, lactose-intolerance, iron deficiency).</p> <p>Evaluate sources of food and nutritional information.</p> <p>Analyze the impact of food addictions and eating disorders on health.</p> <p>Analyze the energy requirements, nutrient requirements and body composition for individuals at various stages of the life-cycle.</p>

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<p>Unit 3: Living a Healthy Life 3.03 Food for Health</p>		<p>After you have completed this unit you will be able to:</p> <p>Explain how scientific and technological developments enhance our food supply (e.g. food preservation techniques, packaging, nutrient fortification).</p> <p>Analyze how food engineering and technology trends will influence food supply.</p> <p>Identify the cause, effect and prevention of microbial contamination, parasites, and toxic chemicals in foods.</p> <p>Evaluate the role of government agencies in safeguarding our food supply (e.g., USDA, FDA, EPA, and CDC).</p> <p>Analyze the relationship between diet and disease and risk factors (e.g., calcium and osteoporosis; fat, cholesterol and heart disease; folate and birth defects; sodium and hypertension).</p> <p>Critique diet modifications for their ability to improve nutritionally-related</p>

		<p>health conditions (e.g., diabetes, lactose-intolerance, iron deficiency). Evaluate sources of food and nutritional information. Analyze the impact of food addictions and eating disorders on health. Analyze the energy requirements, nutrient requirements and body composition for individuals at various stages of the life-cycle. Analyze the breakdown of foods, absorption of nutrients and their conversion to energy by the body. Hypothesize the effectiveness of the use of meal management principles (e.g., time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation). Evaluate the application of nutrition and meal planning principles in the selection, planning, preparation and serving of meals that meet the specific nutritional needs of individuals across their lifespan. Analyze the application of physical and chemical changes that occur in food during preparation and preservation. Analyze the relevance of scientific principles to food processing, preparation and packaging.</p>
<p>Unit 3: Living a Healthy Life 3.03 Food for Health</p>		<p>After you have completed this unit you will be able to:</p> <p>Explain how scientific and technological developments enhance our food supply (e.g. food preservation techniques, packaging, nutrient fortification). Analyze how food engineering and technology trends will influence food supply. Identify the cause, effect and prevention of microbial contamination, parasites, and toxic chemicals in foods. Evaluate the role of government</p>

		<p>agencies in safeguarding our food supply (e.g., USDA, FDA, EPA, and CDC).</p> <p>Analyze the relationship between diet and disease and risk factors (e.g., calcium and osteoporosis; fat, cholesterol and heart disease; folate and birth defects; sodium and hypertension).</p> <p>Critique diet modifications for their ability to improve nutritionally-related health conditions (e.g., diabetes, lactose-intolerance, iron deficiency).</p> <p>Evaluate sources of food and nutritional information.</p> <p>Analyze the impact of food addictions and eating disorders on health.</p> <p>Analyze the energy requirements, nutrient requirements and body composition for individuals at various stages of the life-cycle.</p> <p>Analyze the breakdown of foods, absorption of nutrients and their conversion to energy by the body.</p> <p>Hypothesize the effectiveness of the use of meal management principles (e.g., time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation).</p> <p>Evaluate the application of nutrition and meal planning principles in the selection, planning, preparation and serving of meals that meet the specific nutritional needs of individuals across their lifespan.</p> <p>Analyze the application of physical and chemical changes that occur in food during preparation and preservation.</p> <p>Analyze the relevance of scientific principles to food processing, preparation and packaging.</p>
<p>Unit 3: Living a Healthy Life 3.04 Healthy Eating</p>		<p>After you have completed this unit you will be able to:</p> <p>Explain how scientific and technological developments enhance</p>

		<p>our food supply (e.g. food preservation techniques, packaging, nutrient fortification).</p> <p>Analyze how food engineering and technology trends will influence food supply.</p> <p>Identify the cause, effect and prevention of microbial contamination, parasites, and toxic chemicals in foods.</p> <p>Evaluate the role of government agencies in safeguarding our food supply (e.g., USDA, FDA, EPA, and CDC).</p> <p>Analyze the relationship between diet and disease and risk factors (e.g., calcium and osteoporosis; fat, cholesterol and heart disease; folate and birth defects; sodium and hypertension).</p> <p>Critique diet modifications for their ability to improve nutritionally-related health conditions (e.g., diabetes, lactose-intolerance, iron deficiency).</p> <p>Evaluate sources of food and nutritional information.</p> <p>Analyze the impact of food addictions and eating disorders on health.</p> <p>Analyze the energy requirements, nutrient requirements and body composition for individuals at various stages of the life-cycle.</p> <p>Analyze the breakdown of foods, absorption of nutrients and their conversion to energy by the body.</p> <p>Hypothesize the effectiveness of the use of meal management principles (e.g., time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation).</p> <p>Evaluate the application of nutrition and meal planning principles in the selection, planning, preparation and serving of meals that meet the specific nutritional needs of individuals across their lifespan.</p> <p>Analyze the application of physical and chemical changes that occur in</p>
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		<p>food during preparation and preservation.</p> <p>Analyze the relevance of scientific principles to food processing, preparation and packaging.</p>
<p>Unit 3: Living a Healthy Life 3.04 Healthy Eating</p>		<p>After you have completed this unit you will be able to:</p> <p>Explain how scientific and technological developments enhance our food supply (e.g. food preservation techniques, packaging, nutrient fortification).</p> <p>Analyze how food engineering and technology trends will influence food supply.</p> <p>Identify the cause, effect and prevention of microbial contamination, parasites, and toxic chemicals in foods.</p> <p>Evaluate the role of government agencies in safeguarding our food supply (e.g., USDA, FDA, EPA, and CDC).</p> <p>Analyze the relationship between diet and disease and risk factors (e.g., calcium and osteoporosis; fat, cholesterol and heart disease; folate and birth defects; sodium and hypertension).</p> <p>Critique diet modifications for their ability to improve nutritionally-related health conditions (e.g., diabetes, lactose-intolerance, iron deficiency).</p> <p>Evaluate sources of food and nutritional information.</p> <p>Analyze the impact of food addictions and eating disorders on health.</p> <p>Analyze the energy requirements, nutrient requirements and body composition for individuals at various stages of the life-cycle.</p> <p>Analyze the breakdown of foods, absorption of nutrients and their conversion to energy by the body.</p> <p>Hypothesize the effectiveness of the use of meal management principles</p>

		<p>(e.g., time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation).</p> <p>Evaluate the application of nutrition and meal planning principles in the selection, planning, preparation and serving of meals that meet the specific nutritional needs of individuals across their lifespan.</p> <p>Analyze the application of physical and chemical changes that occur in food during preparation and preservation.</p> <p>Analyze the relevance of scientific principles to food processing, preparation and packaging.</p>
<p>Unit 3: Living a Healthy Life 3.04 Healthy Eating</p>		<p>After you have completed this unit you will be able to:</p> <p>Explain how scientific and technological developments enhance our food supply (e.g. food preservation techniques, packaging, nutrient fortification).</p> <p>Analyze how food engineering and technology trends will influence food supply.</p> <p>Identify the cause, effect and prevention of microbial contamination, parasites, and toxic chemicals in foods.</p> <p>Evaluate the role of government agencies in safeguarding our food supply (e.g., USDA, FDA, EPA, and CDC).</p> <p>Analyze the relationship between diet and disease and risk factors (e.g., calcium and osteoporosis; fat, cholesterol and heart disease; folate and birth defects; sodium and hypertension).</p> <p>Critique diet modifications for their ability to improve nutritionally-related health conditions (e.g., diabetes, lactose-intolerance, iron deficiency).</p> <p>Evaluate sources of food and nutritional information.</p> <p>Analyze the impact of food</p>

		<p>addictions and eating disorders on health.</p> <p>Analyze the energy requirements, nutrient requirements and body composition for individuals at various stages of the life-cycle.</p> <p>Analyze the breakdown of foods, absorption of nutrients and their conversion to energy by the body.</p> <p>Hypothesize the effectiveness of the use of meal management principles (e.g., time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation).</p> <p>Evaluate the application of nutrition and meal planning principles in the selection, planning, preparation and serving of meals that meet the specific nutritional needs of individuals across their lifespan.</p> <p>Analyze the application of physical and chemical changes that occur in food during preparation and preservation.</p> <p>Analyze the relevance of scientific principles to food processing, preparation and packaging.</p>
<p>Unit 3: Living a Healthy Life 3.04 Healthy Eating</p>		<p>After you have completed this unit you will be able to:</p> <p>Explain how scientific and technological developments enhance our food supply (e.g. food preservation techniques, packaging, nutrient fortification).</p> <p>Analyze how food engineering and technology trends will influence food supply.</p> <p>Identify the cause, effect and prevention of microbial contamination, parasites, and toxic chemicals in foods.</p> <p>Evaluate the role of government agencies in safeguarding our food supply (e.g., USDA, FDA, EPA, and CDC).</p> <p>Analyze the relationship between diet and disease and risk factors (e.g.,</p>

		<p>calcium and osteoporosis; fat, cholesterol and heart disease; folate and birth defects; sodium and hypertension).</p> <p>Critique diet modifications for their ability to improve nutritionally-related health conditions (e.g., diabetes, lactose-intolerance, iron deficiency).</p> <p>Evaluate sources of food and nutritional information.</p> <p>Analyze the impact of food addictions and eating disorders on health.</p> <p>Analyze the energy requirements, nutrient requirements and body composition for individuals at various stages of the life-cycle.</p> <p>Analyze the breakdown of foods, absorption of nutrients and their conversion to energy by the body.</p> <p>Hypothesize the effectiveness of the use of meal management principles (e.g., time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation).</p> <p>Evaluate the application of nutrition and meal planning principles in the selection, planning, preparation and serving of meals that meet the specific nutritional needs of individuals across their lifespan.</p> <p>Analyze the application of physical and chemical changes that occur in food during preparation and preservation.</p> <p>Analyze the relevance of scientific principles to food processing, preparation and packaging.</p>
<p>Unit 3: Living a Healthy Life 3.05 Healthy Cooking</p>		<p>After you have completed this unit you will be able to:</p> <p>Explain how scientific and technological developments enhance our food supply (e.g. food preservation techniques, packaging, nutrient fortification).</p> <p>Analyze how food engineering and technology trends will influence food</p>

		<p>supply.</p> <p>Identify the cause, effect and prevention of microbial contamination, parasites, and toxic chemicals in foods.</p> <p>Evaluate the role of government agencies in safeguarding our food supply (e.g., USDA, FDA, EPA, and CDC).</p> <p>Analyze the relationship between diet and disease and risk factors (e.g., calcium and osteoporosis; fat, cholesterol and heart disease; folate and birth defects; sodium and hypertension).</p> <p>Critique diet modifications for their ability to improve nutritionally-related health conditions (e.g., diabetes, lactose-intolerance, iron deficiency).</p> <p>Evaluate sources of food and nutritional information.</p> <p>Analyze the impact of food addictions and eating disorders on health.</p> <p>Analyze the energy requirements, nutrient requirements and body composition for individuals at various stages of the life-cycle.</p> <p>Analyze the breakdown of foods, absorption of nutrients and their conversion to energy by the body.</p> <p>Hypothesize the effectiveness of the use of meal management principles (e.g., time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation).</p> <p>Evaluate the application of nutrition and meal planning principles in the selection, planning, preparation and serving of meals that meet the specific nutritional needs of individuals across their lifespan.</p> <p>Analyze the application of physical and chemical changes that occur in food during preparation and preservation.</p> <p>Analyze the relevance of scientific</p>
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		<p>principles to food processing, preparation and packaging.</p>
<p>Unit 3: Living a Healthy Life 3.05 Healthy Cooking</p>		<p>After you have completed this unit you will be able to:</p> <p>Explain how scientific and technological developments enhance our food supply (e.g. food preservation techniques, packaging, nutrient fortification).</p> <p>Analyze how food engineering and technology trends will influence food supply.</p> <p>Identify the cause, effect and prevention of microbial contamination, parasites, and toxic chemicals in foods.</p> <p>Evaluate the role of government agencies in safeguarding our food supply (e.g., USDA, FDA, EPA, and CDC).</p> <p>Analyze the relationship between diet and disease and risk factors (e.g., calcium and osteoporosis; fat, cholesterol and heart disease; folate and birth defects; sodium and hypertension).</p> <p>Critique diet modifications for their ability to improve nutritionally-related health conditions (e.g., diabetes, lactose-intolerance, iron deficiency).</p> <p>Evaluate sources of food and nutritional information.</p> <p>Analyze the impact of food addictions and eating disorders on health.</p> <p>Analyze the energy requirements, nutrient requirements and body composition for individuals at various stages of the life-cycle.</p> <p>Analyze the breakdown of foods, absorption of nutrients and their conversion to energy by the body.</p> <p>Hypothesize the effectiveness of the use of meal management principles (e.g., time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation).</p>

		<p>Evaluate the application of nutrition and meal planning principles in the selection, planning, preparation and serving of meals that meet the specific nutritional needs of individuals across their lifespan.</p> <p>Analyze the application of physical and chemical changes that occur in food during preparation and preservation.</p> <p>Analyze the relevance of scientific principles to food processing, preparation and packaging.</p>
<p>Unit 3: Living a Healthy Life 3.05 Healthy Cooking</p>		<p>After you have completed this unit you will be able to:</p> <p>Explain how scientific and technological developments enhance our food supply (e.g. food preservation techniques, packaging, nutrient fortification).</p> <p>Analyze how food engineering and technology trends will influence food supply.</p> <p>Identify the cause, effect and prevention of microbial contamination, parasites, and toxic chemicals in foods.</p> <p>Evaluate the role of government agencies in safeguarding our food supply (e.g., USDA, FDA, EPA, and CDC).</p> <p>Analyze the relationship between diet and disease and risk factors (e.g., calcium and osteoporosis; fat, cholesterol and heart disease; folate and birth defects; sodium and hypertension).</p> <p>Critique diet modifications for their ability to improve nutritionally-related health conditions (e.g., diabetes, lactose-intolerance, iron deficiency).</p> <p>Evaluate sources of food and nutritional information.</p> <p>Analyze the impact of food addictions and eating disorders on health.</p> <p>Analyze the energy requirements,</p>

		<p>nutrient requirements and body composition for individuals at various stages of the life-cycle.</p> <p>Analyze the breakdown of foods, absorption of nutrients and their conversion to energy by the body.</p> <p>Hypothesize the effectiveness of the use of meal management principles (e.g., time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation).</p> <p>Evaluate the application of nutrition and meal planning principles in the selection, planning, preparation and serving of meals that meet the specific nutritional needs of individuals across their lifespan.</p> <p>Analyze the application of physical and chemical changes that occur in food during preparation and preservation.</p> <p>Analyze the relevance of scientific principles to food processing, preparation and packaging.</p>
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		<p>hypertension).</p> <p>Critique diet modifications for their ability to improve nutritionally-related health conditions (e.g., diabetes, lactose-intolerance, iron deficiency).</p> <p>Evaluate sources of food and nutritional information.</p> <p>Analyze the impact of food addictions and eating disorders on health.</p> <p>Analyze the energy requirements, nutrient requirements and body composition for individuals at various stages of the life-cycle.</p> <p>Analyze the breakdown of foods, absorption of nutrients and their conversion to energy by the body.</p> <p>Hypothesize the effectiveness of the use of meal management principles (e.g., time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation).</p> <p>Evaluate the application of nutrition and meal planning principles in the selection, planning, preparation and serving of meals that meet the specific nutritional needs of individuals across their lifespan.</p> <p>Analyze the application of physical and chemical changes that occur in food during preparation and preservation.</p> <p>Analyze the relevance of scientific principles to food processing, preparation and packaging.</p>
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		<p>parasites, and toxic chemicals in foods.</p> <p>Evaluate the role of government agencies in safeguarding our food supply (e.g., USDA, FDA, EPA, and CDC).</p> <p>Analyze the relationship between diet and disease and risk factors (e.g., calcium and osteoporosis; fat, cholesterol and heart disease; folate and birth defects; sodium and hypertension).</p> <p>Critique diet modifications for their ability to improve nutritionally-related health conditions (e.g., diabetes, lactose-intolerance, iron deficiency).</p> <p>Evaluate sources of food and nutritional information.</p> <p>Analyze the impact of food addictions and eating disorders on health.</p> <p>Analyze the energy requirements, nutrient requirements and body composition for individuals at various stages of the life-cycle.</p> <p>Analyze the breakdown of foods, absorption of nutrients and their conversion to energy by the body.</p> <p>Hypothesize the effectiveness of the use of meal management principles (e.g., time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation).</p> <p>Evaluate the application of nutrition and meal planning principles in the selection, planning, preparation and serving of meals that meet the specific nutritional needs of individuals across their lifespan.</p> <p>Analyze the application of physical and chemical changes that occur in food during preparation and preservation.</p> <p>Analyze the relevance of scientific principles to food processing, preparation and packaging.</p>
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<p>Unit 3: Living a Healthy Life 3.05 Healthy Cooking</p>		<p>After you have completed this unit you will be able to:</p> <p>Explain how scientific and technological developments enhance our food supply (e.g. food preservation techniques, packaging, nutrient fortification).</p> <p>Analyze how food engineering and technology trends will influence food supply.</p> <p>Identify the cause, effect and prevention of microbial contamination, parasites, and toxic chemicals in foods.</p> <p>Evaluate the role of government agencies in safeguarding our food supply (e.g., USDA, FDA, EPA, and CDC).</p> <p>Analyze the relationship between diet and disease and risk factors (e.g., calcium and osteoporosis; fat, cholesterol and heart disease; folate and birth defects; sodium and hypertension).</p> <p>Critique diet modifications for their ability to improve nutritionally-related health conditions (e.g., diabetes, lactose-intolerance, iron deficiency).</p> <p>Evaluate sources of food and nutritional information.</p> <p>Analyze the impact of food addictions and eating disorders on health.</p> <p>Analyze the energy requirements, nutrient requirements and body composition for individuals at various stages of the life-cycle.</p> <p>Analyze the breakdown of foods, absorption of nutrients and their conversion to energy by the body.</p> <p>Hypothesize the effectiveness of the use of meal management principles (e.g., time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation).</p> <p>Evaluate the application of nutrition and meal planning principles in the selection, planning, preparation and</p>
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<p>Unit 3: Living a Healthy Life 3.05 Healthy Cooking</p>	<p>CV12.2.4, CV12.3.1, CV12.3.2, CV12.3.3, CV12.3.4, CV12.4.3, CV12.5.1, CV12.5.3</p>	<p>After you have completed this unit you will be able to:</p> <p>Explain how scientific and technological developments enhance our food supply (e.g. food preservation techniques, packaging, nutrient fortification).</p> <p>Analyze how food engineering and technology trends will influence food supply.</p> <p>Identify the cause, effect and prevention of microbial contamination, parasites, and toxic chemicals in foods.</p> <p>Evaluate the role of government agencies in safeguarding our food supply (e.g., USDA, FDA, EPA, and CDC).</p> <p>Analyze the relationship between diet and disease and risk factors (e.g., calcium and osteoporosis; fat, cholesterol and heart disease; folate and birth defects; sodium and hypertension).</p> <p>Critique diet modifications for their ability to improve nutritionally-related health conditions (e.g., diabetes, lactose-intolerance, iron deficiency).</p> <p>Evaluate sources of food and nutritional information.</p> <p>Analyze the impact of food addictions and eating disorders on health.</p> <p>Analyze the energy requirements, nutrient requirements and body composition for individuals at various stages of the life-cycle.</p>

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<p>Unit 4: Raising Children 4.01 Introduction</p>		<p>After you have completed this unit, you will be able to:</p> <p>Analyze physical, intellectual, and social/emotional development in relation to theories of child development.</p> <p>Analyze current research on existing theories in child development and its impact on parenting (e.g., Piaget, Erikson, and prior findings versus new brain development research).</p> <p>Evaluate health and safety hazards relating to children at each stage of child development.</p> <p>Analyze current issues in health and safety affecting children at each stage of child development.</p> <p>Evaluate various environments to determine if they provide the characteristics of a proper learning environment.</p> <p>Analyze practices that optimize child development (e.g. stimulation, safe environment, nurturing caregivers, reading to children).</p> <p>Analyze the roles, responsibilities, and opportunity for family involvement in schools.</p> <p>Analyze plans and methods to blend</p>

		<p>work and family responsibilities to meet the needs of children.</p> <p>Explain how storytelling, story reading and writing enhance literacy development in children.</p> <p>Identify practices that develop the child's imagination, creativity, and reading and writing skills through literature.</p>
<p>Unit 4: Raising Children 4.02 Developmental Stages</p>		<p>After you have completed this unit, you will be able to:</p> <p>Analyze physical, intellectual, and social/emotional development in relation to theories of child development.</p> <p>Analyze current research on existing theories in child development and its impact on parenting (e.g., Piaget, Erikson, and prior findings versus new brain development research).</p> <p>Evaluate health and safety hazards relating to children at each stage of child development.</p> <p>Analyze current issues in health and safety affecting children at each stage of child development.</p> <p>Evaluate various environments to determine if they provide the characteristics of a proper learning environment.</p> <p>Analyze practices that optimize child development (e.g. stimulation, safe environment, nurturing caregivers, reading to children).</p> <p>Analyze the roles, responsibilities, and opportunity for family involvement in schools.</p> <p>Analyze plans and methods to blend work and family responsibilities to meet the needs of children.</p> <p>Explain how storytelling, story reading and writing enhance literacy development in children.</p> <p>Identify practices that develop the child's imagination, creativity, and reading and writing skills through literature.</p>
<p>Unit 4: Raising Children 4.02 Developmental Stages</p>		<p>After you have completed this unit, you will be able to:</p> <p>Analyze physical, intellectual, and social/emotional development in relation to theories of child development.</p> <p>Analyze current research on existing theories in child development and its</p>

		<p>impact on parenting (e.g., Piaget, Erikson, and prior findings versus new brain development research).</p> <p>Evaluate health and safety hazards relating to children at each stage of child development.</p> <p>Analyze current issues in health and safety affecting children at each stage of child development.</p> <p>Evaluate various environments to determine if they provide the characteristics of a proper learning environment.</p> <p>Analyze practices that optimize child development (e.g. stimulation, safe environment, nurturing caregivers, reading to children).</p> <p>Analyze the roles, responsibilities, and opportunity for family involvement in schools.</p> <p>Analyze plans and methods to blend work and family responsibilities to meet the needs of children.</p> <p>Explain how storytelling, story reading and writing enhance literacy development in children.</p> <p>Identify practices that develop the child's imagination, creativity, and reading and writing skills through literature.</p>
<p>Unit 4: Raising Children 4.02 Developmental Stages</p>		<p>After you have completed this unit, you will be able to:</p> <p>Analyze physical, intellectual, and social/emotional development in relation to theories of child development.</p> <p>Analyze current research on existing theories in child development and its impact on parenting (e.g., Piaget, Erikson, and prior findings versus new brain development research).</p> <p>Evaluate health and safety hazards relating to children at each stage of child development.</p> <p>Analyze current issues in health and safety affecting children at each stage of child development.</p> <p>Evaluate various environments to determine if they provide the characteristics of a proper learning environment.</p> <p>Analyze practices that optimize child development (e.g. stimulation, safe environment, nurturing caregivers,</p>

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<p>Unit 4: Raising Children 4.03 A Healthy Environment</p>		<p>After you have completed this unit, you will be able to:</p> <p>Analyze physical, intellectual, and social/emotional development in relation to theories of child development.</p> <p>Analyze current research on existing theories in child development and its impact on parenting (e.g., Piaget, Erikson, and prior findings versus new brain development research).</p> <p>Evaluate health and safety hazards relating to children at each stage of child development.</p> <p>Analyze current issues in health and safety affecting children at each stage of child development.</p> <p>Evaluate various environments to determine if they provide the characteristics of a proper learning environment.</p> <p>Analyze practices that optimize child development (e.g. stimulation, safe environment, nurturing caregivers, reading to children).</p> <p>Analyze the roles, responsibilities, and opportunity for family involvement in schools.</p> <p>Analyze plans and methods to blend work and family responsibilities to meet the needs of children.</p> <p>Explain how storytelling, story reading and writing enhance literacy development in children.</p> <p>Identify practices that develop the child's imagination, creativity, and reading and writing skills through literature.</p>
<p>Unit 4: Raising Children 4.03 A Healthy Environment</p>		<p>After you have completed this unit, you will be able to:</p>

		<p>Analyze physical, intellectual, and social/emotional development in relation to theories of child development.</p> <p>Analyze current research on existing theories in child development and its impact on parenting (e.g., Piaget, Erikson, and prior findings versus new brain development research).</p> <p>Evaluate health and safety hazards relating to children at each stage of child development.</p> <p>Analyze current issues in health and safety affecting children at each stage of child development.</p> <p>Evaluate various environments to determine if they provide the characteristics of a proper learning environment.</p> <p>Analyze practices that optimize child development (e.g. stimulation, safe environment, nurturing caregivers, reading to children).</p> <p>Analyze the roles, responsibilities, and opportunity for family involvement in schools.</p> <p>Analyze plans and methods to blend work and family responsibilities to meet the needs of children.</p> <p>Explain how storytelling, story reading and writing enhance literacy development in children.</p> <p>Identify practices that develop the child's imagination, creativity, and reading and writing skills through literature.</p>
<p>Unit 4: Raising Children 4.03 A Healthy Environment</p>		<p>After you have completed this unit, you will be able to:</p> <p>Analyze physical, intellectual, and social/emotional development in relation to theories of child development.</p> <p>Analyze current research on existing theories in child development and its impact on parenting (e.g., Piaget, Erikson, and prior findings versus new brain development research).</p> <p>Evaluate health and safety hazards relating to children at each stage of child development.</p> <p>Analyze current issues in health and safety affecting children at each stage of child development.</p> <p>Evaluate various environments to determine if they provide the</p>

		<p>characteristics of a proper learning environment.</p> <p>Analyze practices that optimize child development (e.g. stimulation, safe environment, nurturing caregivers, reading to children).</p> <p>Analyze the roles, responsibilities, and opportunity for family involvement in schools.</p> <p>Analyze plans and methods to blend work and family responsibilities to meet the needs of children.</p> <p>Explain how storytelling, story reading and writing enhance literacy development in children.</p> <p>Identify practices that develop the child's imagination, creativity, and reading and writing skills through literature.</p>
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		<p>child's imagination, creativity, and reading and writing skills through literature.</p>
<p>Unit 4: Raising Children 4.03 A Healthy Environment</p>		<p>After you have completed this unit, you will be able to:</p> <ul style="list-style-type: none"> Analyze physical, intellectual, and social/emotional development in relation to theories of child development. Analyze current research on existing theories in child development and its impact on parenting (e.g., Piaget, Erikson, and prior findings versus new brain development research). Evaluate health and safety hazards relating to children at each stage of child development. Analyze current issues in health and safety affecting children at each stage of child development. Evaluate various environments to determine if they provide the characteristics of a proper learning environment. Analyze practices that optimize child development (e.g. stimulation, safe environment, nurturing caregivers, reading to children). Analyze the roles, responsibilities, and opportunity for family involvement in schools. Analyze plans and methods to blend work and family responsibilities to meet the needs of children. Explain how storytelling, story reading and writing enhance literacy development in children. Identify practices that develop the child's imagination, creativity, and reading and writing skills through literature.
<p>Unit 4: Raising Children 4.04 Nurturing Children</p>		<p>After you have completed this unit, you will be able to:</p> <ul style="list-style-type: none"> Analyze physical, intellectual, and social/emotional development in relation to theories of child development. Analyze current research on existing theories in child development and its impact on parenting (e.g., Piaget, Erikson, and prior findings versus new brain development research). Evaluate health and safety hazards relating to children at each stage of child

		<p>development.</p> <p>Analyze current issues in health and safety affecting children at each stage of child development.</p> <p>Evaluate various environments to determine if they provide the characteristics of a proper learning environment.</p> <p>Analyze practices that optimize child development (e.g. stimulation, safe environment, nurturing caregivers, reading to children).</p> <p>Analyze the roles, responsibilities, and opportunity for family involvement in schools.</p> <p>Analyze plans and methods to blend work and family responsibilities to meet the needs of children.</p> <p>Explain how storytelling, story reading and writing enhance literacy development in children.</p> <p>Identify practices that develop the child's imagination, creativity, and reading and writing skills through literature.</p>
<p>Unit 4: Raising Children 4.04 Nurturing Children</p>		<p>After you have completed this unit, you will be able to:</p> <p>Analyze physical, intellectual, and social/emotional development in relation to theories of child development.</p> <p>Analyze current research on existing theories in child development and its impact on parenting (e.g., Piaget, Erikson, and prior findings versus new brain development research).</p> <p>Evaluate health and safety hazards relating to children at each stage of child development.</p> <p>Analyze current issues in health and safety affecting children at each stage of child development.</p> <p>Evaluate various environments to determine if they provide the characteristics of a proper learning environment.</p> <p>Analyze practices that optimize child development (e.g. stimulation, safe environment, nurturing caregivers, reading to children).</p> <p>Analyze the roles, responsibilities, and opportunity for family involvement in schools.</p> <p>Analyze plans and methods to blend</p>

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<p>Unit 4: Raising Children 4.04 Nurturing Children</p>		<p>After you have completed this unit, you will be able to:</p> <p>Analyze physical, intellectual, and social/emotional development in relation to theories of child development.</p> <p>Analyze current research on existing theories in child development and its impact on parenting (e.g., Piaget, Erikson, and prior findings versus new brain development research).</p> <p>Evaluate health and safety hazards relating to children at each stage of child development.</p> <p>Analyze current issues in health and safety affecting children at each stage of child development.</p> <p>Evaluate various environments to determine if they provide the characteristics of a proper learning environment.</p> <p>Analyze practices that optimize child development (e.g. stimulation, safe environment, nurturing caregivers,</p>

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<p>Unit 4: Raising Children 4.04 Nurturing Children</p>	<p>CV12.1.4, CV12.2.1, CV12.2.2, CV12.2.4, CV12.3.1, CV12.3.2, CV12.3.3, CV12.3.4, CV12.4.1, CV12.4.2, CV12.4.3, CV12.5.4</p>	<p>After you have completed this unit, you will be able to:</p> <p>Analyze physical, intellectual, and social/emotional development in relation to theories of child development. Analyze current research on existing theories in child development and its impact on parenting (e.g., Piaget, Erikson, and prior findings versus new brain development research). Evaluate health and safety hazards relating to children at each stage of child development. Analyze current issues in health and safety affecting children at each stage of child development. Evaluate various environments to determine if they provide the characteristics of a proper learning environment. Analyze practices that optimize child development (e.g. stimulation, safe environment, nurturing caregivers, reading to children). Analyze the roles, responsibilities, and opportunity for family involvement in schools. Analyze plans and methods to blend work and family responsibilities to meet the needs of children. Explain how storytelling, story reading and writing enhance literacy development in children. Identify practices that develop the child's imagination, creativity, and reading and writing skills through literature.</p>
<p>Unit 5: Supporting the Community 5.01 Introduction</p>		<p>After you have completed this unit, you will be able to:</p>

		<p>Analyze current conservation practices and their effect on future renewable and non-renewable resources: refuse, reduce, reuse, and recycle.</p> <p>Evaluate the impact of family resource management on the global community.</p> <p>Analyze how public, nonpublic and for-profit service providers serve the family.</p> <p>Compare the availability, costs and benefits of accessing public, nonpublic and for-profit services to assist the family.</p> <p>Explain the influences of family life cycle stages on the needs of families and communities (e.g., a large number of young families needing day care, fixed income senior citizens, school age children).</p> <p>Hypothesize the impact of present family life-cycle trends on the global community (e.g., over population, increase in an aging population, economic base).</p>
<p>Unit 5: Supporting the Community 5.02 Conserving Resources</p>		<p>After you have completed this unit, you will be able to:</p> <p>Analyze current conservation practices and their effect on future renewable and non-renewable resources: refuse, reduce, reuse, and recycle.</p> <p>Evaluate the impact of family resource management on the global community.</p> <p>Analyze how public, nonpublic and for-profit service providers serve the family.</p> <p>Compare the availability, costs and benefits of accessing public, nonpublic and for-profit services to assist the family.</p> <p>Explain the influences of family life cycle stages on the needs of families and communities (e.g., a large number of young families needing day care, fixed income senior citizens, school age children).</p> <p>Hypothesize the impact of present family life-cycle trends on the global community (e.g., over population, increase in an aging population, economic base).</p>
<p>Unit 5: Supporting the Community 5.02 Conserving Resources</p>		<p>After you have completed this unit, you will be able to:</p> <p>Analyze current conservation practices and their effect on future renewable and non-renewable resources: refuse, reduce,</p>

		<p>reuse, and recycle.</p> <p>Evaluate the impact of family resource management on the global community.</p> <p>Analyze how public, nonpublic and for-profit service providers serve the family.</p> <p>Compare the availability, costs and benefits of accessing public, nonpublic and for-profit services to assist the family.</p> <p>Explain the influences of family life cycle stages on the needs of families and communities (e.g., a large number of young families needing day care, fixed income senior citizens, school age children).</p> <p>Hypothesize the impact of present family life-cycle trends on the global community (e.g., over population, increase in an aging population, economic base).</p>
<p>Unit 5: Supporting the Community 5.02 Conserving Resources</p>		<p>After you have completed this unit, you will be able to:</p> <p>Analyze current conservation practices and their effect on future renewable and non-renewable resources: refuse, reduce, reuse, and recycle.</p> <p>Evaluate the impact of family resource management on the global community.</p> <p>Analyze how public, nonpublic and for-profit service providers serve the family.</p> <p>Compare the availability, costs and benefits of accessing public, nonpublic and for-profit services to assist the family.</p> <p>Explain the influences of family life cycle stages on the needs of families and communities (e.g., a large number of young families needing day care, fixed income senior citizens, school age children).</p> <p>Hypothesize the impact of present family life-cycle trends on the global community (e.g., over population, increase in an aging population, economic base).</p>
<p>Unit 5: Supporting the Community 5.03 Assisting the Family</p>		<p>After you have completed this unit, you will be able to:</p> <p>Analyze current conservation practices and their effect on future renewable and non-renewable resources: refuse, reduce, reuse, and recycle.</p> <p>Evaluate the impact of family resource management on the global community.</p>

		<p>Analyze how public, nonpublic and for-profit service providers serve the family.</p> <p>Compare the availability, costs and benefits of accessing public, nonpublic and for-profit services to assist the family.</p> <p>Explain the influences of family life cycle stages on the needs of families and communities (e.g., a large number of young families needing day care, fixed income senior citizens, school age children).</p> <p>Hypothesize the impact of present family life-cycle trends on the global community (e.g., over population, increase in an aging population, economic base).</p>
<p>Unit 5: Supporting the Community 5.03 Assisting the Family</p>		<p>After you have completed this unit, you will be able to:</p> <p>Analyze current conservation practices and their effect on future renewable and non-renewable resources: refuse, reduce, reuse, and recycle.</p> <p>Evaluate the impact of family resource management on the global community.</p> <p>Analyze how public, nonpublic and for-profit service providers serve the family.</p> <p>Compare the availability, costs and benefits of accessing public, nonpublic and for-profit services to assist the family.</p> <p>Explain the influences of family life cycle stages on the needs of families and communities (e.g., a large number of young families needing day care, fixed income senior citizens, school age children).</p> <p>Hypothesize the impact of present family life-cycle trends on the global community (e.g., over population, increase in an aging population, economic base).</p>
<p>Unit 5: Supporting the Community 5.03 Assisting the Family</p>		<p>After you have completed this unit, you will be able to: Analyze current conservation practices and their effect on future renewable and non-renewable resources: refuse, reduce, reuse, and recycle. Evaluate the impact of family resource management on the global community. Analyze how public, nonpublic and for-profit service providers serve the family. Compare the availability, costs and benefits of accessing public, nonpublic and for-profit</p>

		<p>services to assist the family. Explain the influences of family life cycle stages on the needs of families and communities (e.g., a large number of young families needing day care, fixed income senior citizens, school age children). Hypothesize the impact of present family life-cycle trends on the global community (e.g., over population, increase in an aging population, economic base).</p>
<p>Unit 5: Supporting the Community 5.03 Assisting the Family</p>		<p>After you have completed this unit, you will be able to:</p> <p>Analyze current conservation practices and their effect on future renewable and non-renewable resources: refuse, reduce, reuse, and recycle.</p> <p>Evaluate the impact of family resource management on the global community.</p> <p>Analyze how public, nonpublic and for-profit service providers serve the family.</p> <p>Compare the availability, costs and benefits of accessing public, nonpublic and for-profit services to assist the family.</p> <p>Explain the influences of family life cycle stages on the needs of families and communities (e.g., a large number of young families needing day care, fixed income senior citizens, school age children).</p> <p>Hypothesize the impact of present family life-cycle trends on the global community (e.g., over population, increase in an aging population, economic base).</p>
<p>Unit 5: Supporting the Community 5.03 Assisting the Family</p>	<p>CV12.1.4, CV12.2.1, CV12.2.2, CV12.2.3, CV12.2.4, CV12.3.1, CV12.3.2, CV12.3.3, CV12.3.4, CV12.4.1, CV12.4.2, CV12.4.3, CV12.5.2</p>	<p>After you have completed this unit, you will be able to:</p> <p>Analyze current conservation practices and their effect on future renewable and non-renewable resources: refuse, reduce, reuse, and recycle.</p> <p>Evaluate the impact of family resource management on the global community.</p> <p>Analyze how public, nonpublic and for-profit service providers serve the family.</p> <p>Compare the availability, costs and benefits of accessing public, nonpublic and for-profit services to assist the family.</p> <p>Explain the influences of family life cycle stages on the needs of families and communities (e.g., a large number of young families needing day care, fixed</p>

		<p>income senior citizens, school age children).</p> <p>Hypothesize the impact of present family life-cycle trends on the global community (e.g., over population, increase in an aging population, economic base).</p>
Unit 6: Semester Exam 6.01 Introduction		
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