

HUMAN DEVELOPMENT STANDARDS



This document was prepared by:

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Adopted by the State Board of Education /
State Board for Career and Technical Education on
August 14, 2014

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All Nevadans ready for success in the 21st century

MISSION

To improve student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting excellence



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ACKNOWLEDGEMENTS

The development of Nevada career and technical standards and assessments is a collaborative effort sponsored by the Office of Career Readiness, Adult Learning & Education Options at the Department of Education and the Career and Technical Education Consortium of States. The Department of Education relies on teachers and industry representatives who have the technical expertise and teaching experience to develop standards and performance indicators that truly measure student skill attainment. Most important, however, is recognition of the time, expertise and great diligence provided by the writing team members in developing the career and technical standards for Human Development.

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BUSINESS AND INDUSTRY VALIDATION

All CTE standards developed through the Nevada Department of Education are validated by business and industry through one or more of the following processes: (1) the standards are developed by a team consisting of business and industry representatives; or (2) a separate review panel was coordinated with industry experts to ensure the standards include the proper content; or (3) the adoption of nationally-recognized standards endorsed by business and industry.

The Human Development standards were validated through active participation of business and industry representatives on the development team.

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INTRODUCTION

The standards in this document are designed to clearly state what the student should know and be able to do upon completion of an advanced high school Human Development program. These standards are designed for a three-credit course sequence that prepares the student for a technical assessment directly aligned to the standards.

These exit-level standards are designed for the student to complete all standards through their completion of a program of study. These standards are intended to guide curriculum objectives for a program of study.

The standards are organized as follows:

Content Standards are general statements that identify major areas of knowledge, understanding, and the skills students are expected to learn in key subject and career areas by the end of the program.

Performance Standards follow each content standard. Performance standards identify the more specific components of each content standard and define the expected abilities of students within each content standard.

Performance Indicators are very specific criteria statements for determining whether a student meets the performance standard. Performance indicators may also be used as learning outcomes, which teachers can identify as they plan their program learning objectives.

The crosswalk and alignment section of the document shows where the performance indicators support the Nevada Academic Content Standards in Science (based on the Next Generation Science Standards) and the English Language Arts and Mathematics (based on the Common Core State Standards). Where correlation with an academic content standard exists, students in the Human Development program perform learning activities that support, either directly or indirectly, achievement of the academic content standards that are listed.

All students are encouraged to participate in the career and technical student organization (CTSO) that relates to their program area. CTSOs are co-curricular national associations that directly enforce learning in the CTE classroom through curriculum resources, competitive events, and leadership development. CTSOs provide students the ability to apply academic and technical knowledge, develop communication and teamwork skills, and cultivate leadership skills to ensure college and career readiness.

The Employability Skills for Career Readiness identify the “soft skills” needed to be successful in all careers, and must be taught as an integrated component of all CTE course sequences. These standards are available in a separate document.

The **Standards Reference Code** is only used to identify or align performance indicators listed in the standards to daily lesson plans, curriculum documents, or national standards.

Program Name	Standards Reference Code
Human Development	HUMDV

Example: HUMDV 2.3.4

Standards	Content Standard	Performance Standard	Performance Indicator
Human Development	2	3	4

CONTENT STANDARD 1.0 : ANALYZE CAREER PATHWAY OPPORTUNITIES IN FAMILY AND HUMAN SERVICES PROFESSIONS

PERFORMANCE STANDARD 1.1 : DESCRIBE THE HISTORY AND CURRENT TRENDS IN FAMILY AND HUMAN SERVICES PROFESSIONS

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|-------|---------------------------------------------------------------------|
| 1.1.1 | Explore the history of family and human services professions |
| 1.1.2 | Investigate current trends in family and human services professions |

PERFORMANCE STANDARD 1.2 : EXPLORE CAREER PATHS AND OPPORTUNITIES IN FAMILY AND HUMAN SERVICES PROFESSIONS

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|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.2.1 | Examine job descriptions and requirements in family and human services careers |
| 1.2.2 | Explore career and educational opportunities in prevention, intervention, and treatment services including community-based and home visiting programs |
| 1.2.3 | Explore entrepreneurial opportunities in family and human services |
| 1.2.4 | Explore funding of family and human services agencies (e.g., federal and state funding, grants, insurance, Medicaid, Medicare, etc.) and how it relates to benefits and compensation |
| 1.2.5 | Compare and contrast various work environments in family and human services (e.g., in clients' homes, work-at-home, and facilities: educational, medical, correctional, etc.) |
| 1.2.6 | Perform different skills in family and human services (e.g., matching client need with available resources, practice communicating with children and families using compassion and empathy, create a developmentally appropriate training activity, etc.) |
| 1.2.7 | Observe and/or interview a professional regarding their career in family and human services |
| 1.2.8 | Create a career portfolio |
| 1.2.9 | Explain the importance of self-care in relation to compassion fatigue and secondary trauma |
| 1.2.10 | Model self-care techniques (e.g., visualization, meditation, nutrition, exercise, socialization, engage support systems, etc.) |

PERFORMANCE STANDARD 1.3 : DEMONSTRATE AN AWARENESS OF FAMILY AND HUMAN SERVICES PROFESSIONAL ORGANIZATIONS

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|-------|----------------------------------------------------------------------|
| 1.3.1 | Explore student and professional organizations |
| 1.3.2 | Participate in a student and/or professional organization's function |

PERFORMANCE STANDARD 1.4 : ADHERE TO ETHICAL STANDARDS AND PROFESSIONAL GUIDELINES

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|-------|--------------------------------------------------------------------------|
| 1.4.1 | Maintain confidentiality and impartiality (e.g., HIPPA, FERPA, etc.) |
| 1.4.2 | Analyze ethical questions and issues as related to professional practice |
| 1.4.3 | Explain the responsibilities of a mandated reporter |
| 1.4.4 | Recognize and respect diversity of values |

PERFORMANCE STANDARD 1.5 : UNDERSTAND THE METHODOLOGIES USED BY FAMILY LIFE EDUCATION PROFESSIONALS AND OTHER HUMAN SERVICES PROVIDERS

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|-------|-------------------------------------------------------------------------------------------------------------------------------|
| 1.5.1 | Explore the general philosophy and broad principles of family life education |
| 1.5.2 | Utilize a variety of methods to observe and interpret children's growth and development |
| 1.5.3 | Utilize a variety of methods to evaluate the needs of individuals and families |
| 1.5.4 | Practice identifying the needs of an individual(s) in a given case study/scenario (e.g., hunger, homelessness, poverty, etc.) |
| 1.5.5 | Demonstrate the ability to plan a program based on the given case study/scenario |
| 1.5.6 | Practice using prevention methodologies based on the given case study/scenario |
| 1.5.7 | Evaluate the intervention strategies of the case study program |
| 1.5.8 | Identify a community need, provide an educational opportunity for others, and evaluate the project |

CONTENT STANDARD 2.0 : EVALUATE THE SIGNIFICANCE OF FAMILY AND ITS EFFECTS ON THE WELL-BEING OF INDIVIDUALS AND SOCIETY

PERFORMANCE STANDARD 2.1 : ANALYZE FAMILIES AND INDIVIDUALS IN SOCIETAL CONTEXTS

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|-------|------------------------------------------------------------------------------------------------|
| 2.1.1 | Analyze family as the basic unit of society |
| 2.1.2 | Analyze the role of family in transmitting societal expectations |
| 2.1.3 | Analyze global influences on today's families (e.g., economies, immigration, technology, etc.) |
| 2.1.4 | Analyze the role of family in teaching culture and traditions across the lifespan |
| 2.1.5 | Analyze society's influence on family composition from a historical and cultural perspective |

PERFORMANCE STANDARD 2.2 : ANALYZE INTERNAL DYNAMICS OF FAMILIES

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|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.2.1 | Identify different types of families |
| 2.2.2 | Compare and contrast the strengths and challenges of various types of families |
| 2.2.3 | Analyze parenting styles and their effects on family dynamics |
| 2.2.4 | Analyze the role of family in developing independence, interdependence, and commitment of family members |
| 2.2.5 | Assess common practices and emerging research about discipline |
| 2.2.6 | Analyze family dynamics during transitions in the family life cycle |
| 2.2.7 | Explore circumstances that could challenge families (i.e., economic hardships, poverty, transiency, multi-generation households, aging, dual careers, disabilities, illnesses, etc.) |
| 2.2.8 | Explore positive and negative family stresses and crises (i.e., birth, adoption, divorce, remarriage, death, violence, substance abuse, etc.) |

PERFORMANCE STANDARD 2.3 : ANALYZE FAMILY LAW AND PUBLIC POLICY

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| 2.3.1 | Explore legal issues, policies, and law influencing the well-being of families |
| 2.3.2 | Analyze the effect of public policies, agencies, and institutions on the family |
| 2.3.3 | Examine ways individuals and families can influence change in policies, agencies, and institutions that affect individuals and families |
| 2.3.4 | Explore family law and public policy related to: marriage, divorce, family support, child custody, child protection and rights, adoptions, wills, trusts, etc. |

CONTENT STANDARD 3.0 : ANALYZE HUMAN GROWTH AND DEVELOPMENT ACROSS THE LIFESPAN

PERFORMANCE STANDARD 3.1 : ANALYZE PRINCIPLES OF HUMAN GROWTH AND DEVELOPMENT

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| 3.1.1 | Explain characteristics and/or principles of development (i.e., similarities, sequential, individual rates of development, and continuous throughout life) |
| 3.1.2 | Explain the four areas of growth and development (i.e., physical, emotional, social, and cognitive) |
| 3.1.3 | Explain how nurturing promotes human growth and development |
| 3.1.4 | Determine how heredity and environment affect growth and development |
| 3.1.5 | Analyze the impact of social, economic, and technological forces on individual growth and development |
| 3.1.6 | Examine human development theorists: Maslow, Erikson, Piaget, Vygotsky, Kohlberg, Freud, Bruner, Pavlov, Watson, Bandura, Skinner, Brazelton, Binet, Schmidt, Bronfenbrenner, Havighurst, etc. |

PERFORMANCE STANDARD 3.2 : EXAMINE REPRODUCTIVE HEALTH

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| 3.2.1 | Explain the anatomy and physiology of the male and female reproductive systems |
| 3.2.2 | Discuss sexual abstinence and contraception |
| 3.2.3 | Discuss factors that affect fertility, pregnancy, and prenatal health (e.g., genetics, nutrition, use of legal and illegal substances, addiction, multiple partners, sexually transmitted infections, environmental health hazards, etc.) |
| 3.2.4 | Assess ways to maintain appropriate individual health practices (e.g., physical fitness, nutrition, etc.) |

PERFORMANCE STANDARD 3.3 : EXAMINE THE STAGES OF PREGNANCY, PRENATAL DEVELOPMENT, AND BIRTH

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| 3.3.1 | Explain conception, fertility, and assisted reproductive technologies |
| 3.3.2 | Describe the various complications of pregnancy and birth (e.g., multiple births, Caesarean section, toxemia, miscarriage, gestational diabetes, stillbirth, etc.) |
| 3.3.3 | Explore community resources available for prenatal care |
| 3.3.4 | Distinguish the characteristics of growth and development of the zygote, embryo, and fetus |
| 3.3.5 | Describe the mother's physical and emotional changes during each trimester of pregnancy |
| 3.3.6 | Analyze various childbirth choices |
| 3.3.7 | Describe the events that occur during the three stages of labor and delivery |
| 3.3.8 | Investigate various parental adjustments before, during, and after pregnancy (e.g., relationships, finances, lifestyle changes, etc.) |
| 3.3.9 | Analyze the effects of fetal alcohol and drug exposure (e.g., Fetal Alcohol Effect [FAE], Fetal Alcohol Syndrome [FAS], Fetal Drug Exposure [FDE], etc.) |

PERFORMANCE STANDARD 3.4 : EXAMINE THE PHYSICAL, SOCIAL, EMOTIONAL, AND COGNITIVE GROWTH AND DEVELOPMENT OF THE NEWBORN TO AGE 1

3.4.1	Examine common procedures following birth (e.g., for bonding, breastfeeding, standard screenings: APGAR, PKU, and other metabolic panels, hearing, other considerations: immunizations, circumcision, etc.)
3.4.2	Identify newborn reflexes
3.4.3	Explore the effects of communication and touch on social growth and development (i.e., bonding and attachment)
3.4.4	Describe normal behaviors of newborns and infants (communication, eating, sleeping, temperament, etc.)
3.4.5	Examine the effects of positive guidance practices and effective direction (e.g., natural and logical consequences, etc.)
3.4.6	Describe concerns and conditions common to the newborn state (e.g., fussiness, Purple Period of Crying, colic, GERD, thrush, cradle cap, birthmarks, teething, etc.)
3.4.7	Investigate feeding and nutrition (i.e., breastfeeding and formula-feeding)
3.4.8	Examine the introduction of solid foods (e.g., choices, consistency, nutrition, timing, etc.)
3.4.9	Characterize “failure to thrive,” including the causes and effects
3.4.10	Explore safety practices for newborns and infants (e.g., CPR, first aid, feeding, sleeping, bathing, transporting, environment, animals, etc.)
3.4.11	Identify the contributing risk factors of Sudden Infant Death Syndrome (SIDS)
3.4.12	Analyze the effects of alcohol and drug exposure on newborns and infants
3.4.13	Explain Piaget’s stage of sensorimotor period related to age newborn to one
3.4.14	Explain Erikson’s Stage of Psychosocial Development, Trust vs. Mistrust
3.4.15	Examine developmentally appropriate expectations for physical growth and development
3.4.16	Examine developmentally appropriate expectations for social growth and development
3.4.17	Examine developmentally appropriate expectations for emotional growth and development
3.4.18	Examine developmentally appropriate expectations for cognitive growth and development
3.4.19	Describe the characteristics of a safe and healthy learning environment for the newborn to age one child
3.4.20	Describe patterns of physical development (i.e., head-to-foot, near-to-far, and simple-to-complex)
3.4.21	Demonstrate developmentally appropriate physical, social, emotional, and cognitive activities
3.4.22	Describe types, signs, symptoms, and consequences of abuse and neglect
3.4.23	Explore community resources available for newborns and infants (e.g., WIC, car seat, crisis hotlines, health clinics, family resource centers, etc.)
3.4.24	Research public health, safety, and educational campaigns related to newborns and infants: Baby Friendly Hospitals, Car Seats, Purple Period of Crying, Not Even for a Minute, Safe Sleep, Text 4 Babies, PINK Packets, Shaken Baby, The Safe Haven Law, breastfeeding, etc.

PERFORMANCE STANDARD 3.5 : EXAMINE THE PHYSICAL, SOCIAL, EMOTIONAL, AND COGNITIVE GROWTH AND DEVELOPMENT OF THE TODDLER: AGES 1 AND 2

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| 3.5.1 | Explain Piaget’s stage of sensorimotor period related to ages one and two |
| 3.5.2 | Explain Erikson’s Stage of Psychosocial Development, Autonomy vs. Shame and Doubt |
| 3.5.3 | Examine developmentally appropriate expectations for physical growth and development |
| 3.5.4 | Examine developmentally appropriate expectations for social growth and development |
| 3.5.5 | Examine developmentally appropriate expectations for emotional growth and development |
| 3.5.6 | Examine developmentally appropriate expectations for cognitive growth and development |
| 3.5.7 | Describe the characteristics of a safe and healthy learning environment for the toddler |
| 3.5.8 | Explore how toddlers communicate |
| 3.5.9 | Explore the effects of positive guidance practices and effective direction (e.g., natural and logical consequences, etc.) |
| 3.5.10 | Demonstrate ways to help toddlers recognize and manage their emotions |
| 3.5.11 | Describe the division of responsibility of feeding a toddler (healthy food offerings, portion sizes, picky eaters, etc.) |
| 3.5.12 | Explore safety practices for toddlers (e.g., childproofing, car seats, self-feeding, choking hazards, etc.) |
| 3.5.13 | Demonstrate developmentally appropriate physical, social, emotional, and cognitive activities |
| 3.5.14 | Describe concerns and conditions common to toddlers: tantrums, negative behaviors (biting, hitting), teething, sleep pattern changes, emergence of autism, food allergies, etc. |
| 3.5.15 | Describe types, signs, symptoms, and consequences of abuse and neglect |
| 3.5.16 | Explore community resources available for toddlers (e.g., WIC, car seat, crisis hotlines, health clinics, family resource centers, etc.) |
| 3.5.17 | Research public health, safety, and educational campaigns and topics related to toddlers: car seat safety, Not Even for a Minute, immunizations, parent as first teacher, Strong Start Nevada-early childhood education, choking, drowning prevention, securing your furniture, etc. |

PERFORMANCE STANDARD 3.6 : EXAMINE THE PHYSICAL, SOCIAL, EMOTIONAL, AND COGNITIVE GROWTH AND DEVELOPMENT OF EARLY CHILDHOOD/PRESCHOOLERS: AGES 3 TO 5

3.6.1	Explain Piaget’s stage of sensorimotor period related to ages three to five
3.6.2	Explain Erikson’s Stage of Psychosocial Development, Initiative vs. Guilt
3.6.3	Examine developmentally appropriate expectations for physical growth and development
3.6.4	Examine developmentally appropriate expectations for social growth and development
3.6.5	Examine developmentally appropriate expectations for emotional growth and development
3.6.6	Examine developmentally appropriate expectations for cognitive growth and development
3.6.7	Describe the characteristics of a safe and healthy learning environment for the early childhood age child
3.6.8	Demonstrate developmentally appropriate physical, social, emotional, and cognitive activities
3.6.9	Examine the effects of positive guidance practices and effective direction (e.g., natural and logical consequences, etc.)
3.6.10	Describe nutritional needs of and parental responsibilities for feeding preschoolers (healthy food choices, portion sizes, physical activity, childhood obesity, etc.)
3.6.11	Describe conditions common to preschoolers: speech delays, educational delays, child safety, negative behaviors, aggressive behaviors, emergence of autism, food allergies, etc.
3.6.12	Describe types, signs, symptoms, and consequences of abuse and neglect
3.6.13	Explore community resources available for preschoolers (WIC, crisis hotlines, health clinics, family resource centers, etc.)
3.6.14	Examine safety practices for preschoolers
3.6.15	Research public health, safety, and educational campaigns and topics related to preschoolers: car seat safety, sports helmets, hot cars, Stranger Danger, street safety rules, tooth brushing, handwashing, etc.

PERFORMANCE STANDARD 3.7: EXAMINE THE PHYSICAL, SOCIAL, EMOTIONAL, AND COGNITIVE GROWTH AND DEVELOPMENT OF EARLY SCHOOL AGE CHILDREN: AGES 5 TO 7

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| 3.7.1 | Explain Piaget’s preoperational stage of development related to ages five to seven |
| 3.7.2 | Explain Erikson’s Stage of Psychosocial Development, Industry vs. Inferiority related to ages five to seven |
| 3.7.3 | Examine developmentally appropriate expectations for physical growth and development |
| 3.7.4 | Examine developmentally appropriate expectations for social growth and development |
| 3.7.5 | Examine developmentally appropriate expectations for emotional growth and development |
| 3.7.6 | Examine developmentally appropriate expectations for cognitive growth and development |
| 3.7.7 | Describe the characteristics of a safe and healthy learning environment for the early school age child |
| 3.7.8 | Demonstrate developmentally appropriate physical, social, emotional, and cognitive activities |
| 3.7.9 | Examine the effects of positive guidance practices and effective direction (e.g., natural and logical consequences, etc.) |
| 3.7.10 | Describe nutritional needs of and parental responsibilities for feeding early school age children (healthy food choices, portion sizes, physical activity, childhood obesity, etc.) |
| 3.7.11 | Describe concerns and conditions common to the early school aged child: food allergies, child safety, behaviors, speech and language, identification of educational delays, diagnosis of autism, individualized educational plans (IEP), etc. |
| 3.7.12 | Describe types, signs, symptoms, and consequences of abuse and neglect |
| 3.7.13 | Explore community resources available for early school aged children age five to seven (health clinics, family resource centers, crisis hotlines, latch key, food programs, community organizations and activities, etc.) |
| 3.7.14 | Examine safety practices for early school aged children five to seven |
| 3.7.15 | Research public health, safety, and educational campaigns and topics related to early school aged children: car seat safety, hot cars, sports and activity safety gear, street safety, Stranger Danger, Good Touch Bad Touch, hygiene reinforcement: tooth brushing, handwashing, germ spreading, etc. |

PERFORMANCE STANDARD 3.8: EXAMINE THE PHYSICAL, SOCIAL, EMOTIONAL, AND COGNITIVE GROWTH AND DEVELOPMENT OF MIDDLE CHILDHOOD: AGES 8 TO 10

3.8.1	Explain Piaget’s concrete operational stage of learning
3.8.2	Explain Erikson’s Stage of Psychosocial Development, Industry vs. Inferiority related to ages eight to ten
3.8.3	Examine developmentally appropriate expectations for physical growth and development
3.8.4	Examine developmentally appropriate expectations for social growth and development
3.8.5	Examine developmentally appropriate expectations for emotional growth and development
3.8.6	Examine developmentally appropriate expectations for cognitive growth and development
3.8.7	Describe the characteristics of a safe and healthy learning environment for middle childhood
3.8.8	Demonstrate developmentally appropriate physical, social, emotional, and cognitive activities
3.8.9	Examine safety practices for middle childhood aged children (Stranger Danger, drowning, sports and activity safety and appropriate gear, street safety, hygiene reinforcement, etc.)
3.8.10	Examine the effects of positive guidance practices and effective direction (e.g., natural and logical consequences, etc.)
3.8.11	Describe types, signs, symptoms, and consequences of abuse and neglect (understanding appropriate boundaries, strategies to identify and find solutions to abuse and neglect, and how to self-report)
3.8.12	Explore community resources available for middle childhood age children (latch key, food programs, community organizations and activities, crisis hotlines, health clinics, family resource centers, etc.)
3.8.13	Describe conditions common to middle childhood: self-image, friendships, puberty, peer pressure, etc.
3.8.14	Research public health, safety, and educational campaigns and topics related to middle childhood: internet safety, bullying, cyberbullying, childhood obesity, eating disorders, helmet safety, abstinence, smoking, DARE, human trafficking, etc.

PERFORMANCE STANDARD 3.9: EXAMINE THE PHYSICAL, SOCIAL, EMOTIONAL, AND COGNITIVE GROWTH AND DEVELOPMENT OF ADOLESCENCE: AGES 11 TO 19

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| 3.9.1 | Explain Piaget’s formal operational stage of learning period during adolescence |
| 3.9.2 | Explain Erikson’s Stage of Psychosocial Development, Identity vs. Role Confusion |
| 3.9.3 | Examine developmentally appropriate expectations for physical growth and development |
| 3.9.4 | Examine developmentally appropriate expectations for social growth and development |
| 3.9.5 | Examine developmentally appropriate expectations for emotional growth and development |
| 3.9.6 | Examine developmentally appropriate expectations for cognitive growth and development |
| 3.9.7 | Examine developmentally appropriate interpersonal relationships |
| 3.9.8 | Describe the characteristics of a safe and healthy learning environment for the adolescent |
| 3.9.9 | Examine age-appropriate physical, social, emotional, and cognitive activities and their consequences |
| 3.9.10 | Demonstrate an understanding and appreciation for the adolescent life stage |
| 3.9.11 | Examine the effects of positive guidance practices and effective direction (e.g., natural and logical consequences, etc.) |
| 3.9.12 | Describe how values, standards, morals, character, and ethics are developed |
| 3.9.13 | Analyze adolescent ethical questions and issues |
| 3.9.14 | Describe skills needed for communication, decision-making, goal setting, life planning, resources management, stress management, etc. |
| 3.9.15 | Analyze the impact of social, economic, and technological forces on individual growth and development |
| 3.9.16 | Describe how pregnancy during adolescence affects lifestyle and life plans |
| 3.9.17 | Describe concerns and conditions which may emerge during adolescence: mental health issues (depression, suicide), testicular cancer, skin care and skin cancer risk, reproductive and basic health care, vaccinations, risk-taking, etc. |
| 3.9.18 | Explore safety practices for adolescents: driving, traveling, dating, internet, identity theft, consumer safety, substance abuse, personal safety/victimization avoidance, sexually transmitted infections, protecting fertility, mental health (depression and suicide), cancer screenings (i.e., skin, cervical, and testicular), etc. |
| 3.9.19 | Describe types, signs, symptoms, and consequences of abuse and neglect during adolescence |
| 3.9.20 | Explore the role of peers and the potential for positive and negative peer influences and personal safety: sports and activity safety and appropriate gear, internet safety, relationship boundaries, trendy potentially dangerous activities (e.g., diet, exercise, driving, legal and illegal substances, sex, etc.), driving rules for the road, etc. |
| 3.9.21 | Explore community resources available for the adolescent: organizations and activities, health and wellness resources, crisis hotlines, financial assistance, job skills and practice, entrepreneurship, career planning, entry level employment, postsecondary education planning, etc. |
| 3.9.22 | Research public health, safety, and educational campaigns and topics related to adolescence: internet safety, bullying, cyberbullying, harassment, distracted driving – “It Can Wait,” eating disorders, obesity, sports and activities safety gear, smoking, vapor smoking, substance abuse, abstinence, sexually transmitted infections, human trafficking, healthy relationships, self-harm, crisis hotlines, Above the Influence, It Gets Better, etc. |

PERFORMANCE STANDARD 3.10 : EXAMINE THE PHYSICAL, SOCIAL, EMOTIONAL, AND COGNITIVE GROWTH AND DEVELOPMENT OF EARLY ADULTHOOD: AGES 20 TO 39

3.10.1	Explain how Piaget’s formal operational stage of learning spans throughout adolescence and adulthood
3.10.2	Explain Erikson’s Stage of Psychosocial Development, Intimacy vs. Isolation
3.10.3	Examine developmentally appropriate expectations for physical growth and development
3.10.4	Examine developmentally appropriate expectations for social growth and development
3.10.5	Examine developmentally appropriate expectations for emotional growth and development
3.10.6	Examine developmentally appropriate expectations for cognitive growth and development
3.10.7	Demonstrate developmentally appropriate physical, social, emotional, and cognitive activities
3.10.8	Analyze how values, standards, morals, character, and ethics continually evolve and are the foundation for life planning
3.10.9	Analyze early adulthood ethical questions and issues
3.10.10	Analyze skills needed for communication, decision-making, goal setting, life planning, resources management, stress management, etc.
3.10.11	Allocate/leverage resources, including time, employment, money, benefits, insurance, will, living will, health care directive, retirement plan, environment, material assets, wellness, friends, etc., to meet personal goals
3.10.12	Evaluate stages of development and characteristics of healthy interpersonal relationships
3.10.13	Examine the effects of positive communication when dealing with conflict
3.10.14	Examine the factors to consider when choosing a mate
3.10.15	Examine factors to consider when choosing to parent
3.10.16	Examine strategies families use to balance paid employment, family work and leisure, with relationship satisfaction, personal fulfillment, and children’s outcomes
3.10.17	Explore safety practices for individuals in early adulthood: driving, traveling, dating, internet, identity theft, consumer safety, substance abuse, personal safety/victimization avoidance, sexually transmitted infections, protecting fertility, mental health (depression and suicide), cancer screenings, etc.
3.10.18	Describe types, signs, symptoms, and consequences of abuse and neglect during early adulthood
3.10.19	Explore community resources which provide support during early adulthood (organizations and activities, health and wellness resources, crisis hotlines, financial assistance, housing assistance, food assistance, career planning, employment assistance, postsecondary education planning, adult literacy/high school equivalency education, etc.)
3.10.20	Describe concerns and conditions which may emerge during early adulthood: reproductive and basic health care, mental health issues (depression, suicide), ovarian, breast, skin, testicular cancer screenings, sexually transmitted infections, diabetes, vaccinations, risk-taking etc.
3.10.21	Discuss how unexpected transitions and losses affect physical, social, emotional and cognitive development as well as lifestyle and life plans (changes and losses due to loss of employment, housing, status, change in health and/or death of a loved one, natural disasters, trauma, etc.)
3.10.22	Research public health, safety, and educational campaigns and topics related to early adulthood: driving under the influence, suicide prevention, It Gets Better campaign, HIV/AIDS, etc.

PERFORMANCE STANDARD 3.11: EXAMINE THE PHYSICAL, SOCIAL, EMOTIONAL, AND COGNITIVE GROWTH AND DEVELOPMENT OF MIDDLE ADULTHOOD: AGES 40 TO 65

3.11.1	Explain Erikson's Stage of Psychosocial Development, Generativity vs. Stagnation
3.11.2	Examine developmentally appropriate expectations for physical growth and development
3.11.3	Examine developmentally appropriate expectations for social growth and development
3.11.4	Examine developmentally appropriate expectations for emotional growth and development
3.11.5	Examine developmentally appropriate expectations for cognitive growth and development
3.11.6	Identify developmentally appropriate interpersonal relationships
3.11.7	Evaluate stages of development and characteristics of healthy interpersonal relationships (e.g., mates, colleagues, children, friends, grandchildren, parents, etc.)
3.11.8	Demonstrate developmentally appropriate physical, social, emotional, and cognitive activities
3.11.9	Describe how middle age adults' thoughts on values, standards, morals, character, and ethics may differ from those of other age groups
3.11.10	Analyze middle adulthood ethical questions and issues
3.11.11	Examine the different needs of individuals in middle adulthood for decision-making, goal-setting, next phase of life and retirement planning, asset management, downsizing, stress management, Social Security and pension benefits, Medicare, health care directive, etc.
3.11.12	Analyze the effects of positive communication in maturing relationships
3.11.13	Describe concerns and conditions which often emerge during middle adulthood: empty nest, sandwich generation, retirement planning and will adjustments, health care (obesity, heart disease, cancer, diabetes, vaccinations, etc.), mental health, ageism, etc.
3.11.14	Discuss how unexpected transitions and losses affect physical, social, emotional and cognitive development as well as lifestyle and life plans (changes and losses due to loss of employment, housing, status, change in health and/or death of a loved one, natural disasters, trauma, etc.)
3.11.15	Describe common types, signs, symptoms, and consequences of abuse during middle adulthood
3.11.16	Explore community resources available for individuals in middle adulthood: social groups, support groups, community events, etc.
3.11.17	Explore safety practices for individuals in middle adulthood: physical activity, driving, internet, identity theft, consumer safety, substance abuse, personal safety/victimization avoidance, mental health, cancer screening, etc.
3.11.18	Research public health, safety, and educational campaigns and topics related to middle adulthood: The Red Dress (heart disease), cancer awareness campaigns (Live Strong and other color coded cancer awareness campaigns), identity theft, phishing scams, etc.

PERFORMANCE STANDARD 3.12: EXAMINE THE PHYSICAL, SOCIAL, EMOTIONAL, AND COGNITIVE GROWTH AND DEVELOPMENT OF LATE ADULTHOOD: AGES 66+

3.12.1	Explain Erikson's Stage of Psychosocial Development, Integrity vs. Despair
3.12.2	Examine developmentally appropriate expectations for physical growth and development
3.12.3	Examine developmentally appropriate expectations for social growth and development
3.12.4	Examine developmentally appropriate expectations for emotional growth and development
3.12.5	Examine developmentally appropriate expectations for cognitive growth and development
3.12.6	Examine developmentally appropriate interpersonal relationships (e.g., mates, colleagues, children, friends, grandchildren, great-grandchildren, caregivers, etc.)
3.12.7	Demonstrate developmentally appropriate physical, social, emotional, and cognitive activities
3.12.8	Describe how individuals in late adulthood's thoughts on values, standards, morals, character, and ethics may differ from those of other age groups
3.12.9	Analyze ethical questions and issues affecting individuals in late adulthood
3.12.10	Examine the different needs of individuals in late adulthood in regards to Social Security and pension benefits, housing arrangements, Medicare, leisure activities, stress management, widowhood, grief, updating Last Will and Testament, Living Will, Health Care Directive, planning for assistance with activities of daily living, Power of Attorney, end-of-life planning, and hospice care, etc.
3.12.11	Explore positive communications practices and effective techniques when working with individuals in late adulthood
3.12.12	Describe concerns and conditions which often emerge in late adulthood: physical changes (sensory, cognitive, body composition and strength, sleep patterns) social-emotional changes, material exploitation, end-of-life planning needs, health status/wellness, mental health (depression, dementia, and suicide), ageism, etc.
3.12.13	Describe types, signs, symptoms, and consequences of elder abuse and neglect
3.12.14	Discuss how unexpected transitions and losses affect physical, social, emotional and cognitive development as well as lifestyle and life plans (changes and losses due to loss of housing, independent living status, change in personal health, change in health or death of a loved one, trauma, etc.)
3.12.15	Explore community resources available for individuals in late adulthood (Meals on Wheels, senior day care, senior recreation, social groups, support groups, crisis hotlines, Elder Protective Services, health clinics, American Association of Retired Persons (AARP), etc.)
3.12.16	Explore safety practices for individuals in late adulthood related to: driving, changes in sensory abilities, physical activity, falling avoidance, internet, identity theft, consumer safety, substance abuse, personal safety/victimization avoidance, mental health, use of assistive devices, etc.
3.12.17	Research public health, safety, and educational campaigns and topics related to late adulthood: falling, senior driver's education, elder abuse, financial exploitation, scams, etc.

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**CROSSWALKS AND ALIGNMENTS OF
HUMAN DEVELOPMENT STANDARDS
AND THE NEVADA ACADEMIC CONTENT STANDARDS
AND THE COMMON CAREER TECHNICAL CORE STANDARDS**

CROSSWALKS (ACADEMIC STANDARDS)

The crosswalk of the Human Development Standards shows links to the Nevada Academic Content Standards in Science (based on the Next Generation Science Standards – Disciplinary Core Ideas Arrangement) and the English Language Arts and Mathematics (based on the Common Core State Standards). The crosswalk identifies the performance indicators in which the learning objectives in the Human Development program support academic learning. The performance indicators are grouped according to their content standard and are crosswalked to the Nevada Academic Content Standards in Science, English Language Arts, and Mathematics.

ALIGNMENTS (MATHEMATICAL PRACTICES)

In addition to correlation with the Nevada Academic Content Standards for Mathematics, many performance indicators support the Mathematical Practices. The following table illustrates the alignment of the Human Development Standards Performance Indicators and the Mathematical Practices. This alignment identifies the performance indicators in which the learning objectives in the Human Development program support academic learning.

CROSSWALKS (COMMON CAREER TECHNICAL CORE)

The crosswalk of the Human Development Standards shows links to the Common Career Technical Core. The crosswalk identifies the performance indicators in which the learning objectives in the Human Development program support the Common Career Technical Core. The Common Career Technical Core defines what students should know and be able to do after completing instruction in a program of study. The Human Development Standards are crosswalked to the Human Services Career Cluster™ and the Family and Community Services and Counseling & Mental Health Services Career Pathway.

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**CROSSWALK OF HUMAN DEVELOPMENT STANDARDS
AND THE NEVADA ACADEMIC CONTENT STANDARDS**

CONTENT STANDARD 1.0: ANALYZE CAREER PATHWAY OPPORTUNITIES IN FAMILY AND HUMAN SERVICES PROFESSIONS

Performance Indicators	Nevada Academic Content Standards
1.1.1	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>
1.1.2	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
1.2.2	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>
1.2.3	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>
1.2.4	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>
1.2.5	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p>
1.2.6	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p>
1.2.8	<p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
1.2.9	<p><u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p>

1.2.10	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p><u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
1.4.2	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
1.4.3	<p><u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p>
1.5.1	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>
1.5.2	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p>
1.5.3	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p>
1.5.4	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p>
1.5.5	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
1.5.6	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p>
1.5.7	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>

CONTENT STANDARD 2.0: EVALUATE THE SIGNIFICANCE OF FAMILY AND ITS EFFECTS ON THE WELL-BEING OF INDIVIDUALS AND FAMILIES IN SOCIETY

Performance Indicators	Nevada Academic Content Standards
2.1.1	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
2.1.2	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
2.1.3	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
2.1.4	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
2.1.5	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>

2.2.2	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p>
2.2.3	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
2.2.4	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
2.2.5	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
2.2.6	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
2.2.7	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>
2.2.8	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>

2.3.1	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>
2.3.2	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
2.3.3	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
2.3.4	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>

CONTENT STANDARD 3.0: ANALYZE HUMAN GROWTH AND DEVELOPMENT ACROSS THE LIFESPAN

Performance Indicators	Nevada Academic Content Standards
3.1.1	<p><u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p>
3.1.2	<p><u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p>
3.1.3	<p><u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p>
3.1.4	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>
3.1.5	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
3.1.6	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
3.2.2	<p><u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p>
3.2.3	<p><u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p>

3.2.4	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
3.3.2	<p><u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p>
3.3.3	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
3.3.4	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
3.3.5	<p><u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p>
3.3.6	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
3.3.7	<p><u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p>

3.3.8	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
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3.4.10	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>
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3.10.21	<u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
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**ALIGNMENT OF HUMAN DEVELOPMENT STANDARDS
AND THE MATHEMATICAL PRACTICES**

Mathematical Practices	Human Development Performance Indicators
1. Make sense of problems and persevere in solving them.	3.10.11
2. Reason abstractly and quantitatively.	3.10.11
3. Construct viable arguments and critique the reasoning of others.	3.10.11
4. Model with mathematics.	
5. Use appropriate tools strategically.	3.10.11
6. Attend to precision.	
7. Look for and make use of structure.	3.10.11
8. Look for and express regularity in repeated reasoning.	

**CROSSWALKS OF HUMAN DEVELOPMENT STANDARDS
AND THE COMMON CAREER TECHNICAL CORE**

Human Services Career Cluster™ (HU)	Performance Indicators
1. Evaluate principles of planning, development, implementation and evaluation to accomplish long-range goals in the human services.	1.2.6, 1.2.7
2. Evaluate the role of the family, community and human services in society and the economy.	1.5.1
3. Use effective communication with human services clients and their families.	1.2.6
4. Demonstrate ethical and legal conduct in human services settings.	1.4.1 - 1.4.3
5. Evaluate career opportunities in each of the Human Services Career Pathways.	1.2.2, 1.2.3, 1.2.5, 1.2.7; 1.3.1; 1.3.2
6. Explain how human development principles enhance the well-being of individuals and families.	1.5.1

Family & Community Services Career Pathway (HU-FAM)	Performance Indicators
1. Use formal and informal assessment practices to create and evaluate a prevention and/or treatment plan.	1.5.4, 1.5.8
2. Identify community resources to provide family and community services.	3.4.23; 3.5.16; 3.6.13; 3.7.13; 3.8.12; 3.9.21; 3.10.19; 3.11.16; 3.12.15
3. Communicate effectively to gain support from the client’s family and other support groups.	1.2.6
4. Comply with laws and procedures that govern abuse, neglect, confidentiality and other health and safety situations.	1.4.1, 1.4.3; 2.3.1, 2.3.2, 2.3.4; 3.6.14
5. Evaluate crisis prevention, intervention and resolution techniques to formulate emergency plans.	1.5.7; 3.4.6, 3.4.9 - 3.4.12, 3.4.22, 3.4.24; 3.5.12, 3.5.14, 3.5.15, 3.5.17; 3.6.11 - 3.6.15; 3.7.11 - 3.7.15; 3.8.9, 3.8.11 - 3.8.14; 3.9.16 - 3.9.22; 3.10.13, 3.10.17 - 3.10.22; 3.11.14 - 3.11.18; 3.12.10 - 3.12.17

Counseling & Mental Health Services (HU-CMH)	Performance Indicators
1. Use clear written, spoken and nonverbal messages when communicating with clients about mental health services and the counseling process.	1.2.6
2. Utilize functional and specialized assessments to evaluate needs and solutions for counseling and mental health.	1.2.6; 1.5.3, 1.5.4
3. Evaluate client motivation, strengths and weaknesses to develop a client treatment program.	1.2.6; 1.5.3, 1.5.4
4. Demonstrate knowledge of an operational mental health or counseling program that meets organizational goals.	1.1.2; 1.2.2-1.2.6; 1.3.2
5. Demonstrate the ethical and legal responsibilities of counseling and mental health services.	1.2.6; 1.4.1-1.4.4; 1.5.5, 1.5.7; 2.3.1
6. Choose appropriate counseling and therapy techniques to serve identified needs.	1.2.6; 1.5.3, 1.5.5, 1.5.6, 1.5.8