

NATIONAL FCS AND COMMON CORE STANDARDS ALIGNMENT

Standard 1: Career, Community and Family Connections

1.0 Comprehensive Standard: Integrate multiple life roles and responsibilities in family, work, and community settings.

NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES		CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
1.1 Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community and global).	1.1.1	Summarize local and global policies, issues and trends in the workplace and community that affect individuals and families.	<p>BEGINNING RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i>.</p> <p>RST.6-8.7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p> <p>RST.6-8.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p> <p>RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.</p>
	1.1.2	Analyze the effects of social, economic and technological change on work and family dynamics.	
	1.1.3	Analyze ways that individual career goals can affect the family's capacity to meet goals for all family members.	
	1.1.4	Analyze potential effects of career path decisions on balancing work and family.	
	1.1.5	Define goals for life-long learning and leisure opportunities for all family members.	
	1.1.6	Develop a life plan, including pathways to acquiring the knowledge and skills needed to achieve individual, family, and career goals.	

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		<p>BEGINNING</p> <p>SL.6-8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>(For SL.6-8.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>L.6-8.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 6-8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>(For L.6-8.4.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>L.6-8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

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		<p>INTERMEDIATE</p> <p>RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p>RST.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.</p> <p>RST.9-10.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p> <p>WHST.9-10.1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>(For WHST.9-10.1.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org).</p> <p>WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p>

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		<p>INTERMEDIATE (For WHST.9-10.2.a-f, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org pdf).</p> <p>WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>WHST.9-10.7. 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>

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		<p>INTERMEDIATE WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>ADVANCED RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>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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		<p>ADVANCED 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>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>WHST.11-12.1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>(For WHST.11-12.1.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org).</p> <p>WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p>

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		<p>ADVANCED (For WHST.11-12.2.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org).</p> <p>WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>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>

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		<p>ADVANCED 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>

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<p>1.2 Demonstrate transferable and employability skills in school, community and workplace settings.</p>	1.2.1	Analyze potential career choices to determine the knowledge, skills and attitudes associated with each career.	<p>BEGINNING SL.6-8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>(For SL.6-8.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p> <p>RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i>.</p> <p>RST.6-8.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p> <p>L.6-8.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 6-8 reading and content</i>, choosing flexibly from a range of strategies.</p>
	1.2.2	Demonstrate job seeking and job keeping skills.	
	1.2.3	Apply communication skills in school, community and workplace settings.	
	1.2.4	Demonstrate teamwork skills in school, community and workplace settings.	
	1.2.5	Analyze strategies to manage the effects of changing technologies in workplace settings.	
	1.2.6	Demonstrate leadership skills and abilities in school, workplace and community settings.	
	1.2.7	Analyze factors that contribute to maintaining safe and healthy school, work and community environments.	
	1.2.8	Demonstrate work ethics and professionalism.	

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		<p>BEGINNING (For L.6-8.4.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>L.6-8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>INTERMEDIATE SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>For SL.9-10.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>

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		<p>INTERMEDIATE</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>WHST.9-10.1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>For WHST.9-10.1.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p>

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		<p>INTERMEDIATE For WHST.9-10.2.a-f, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org (pdf).</p> <p>WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>WHST.9-10.7. 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>

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		<p>INTERMEDIATE WHST.9-10.8. Gather relative information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>ADVANCED SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>For SL.11-12.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>

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		<p>ADVANCED 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> <p>SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>WHST.11-12.1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>For WHST.11-12.1.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p>

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		<p>ADVANCED For WHST.11-12.2.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>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>

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		<p>ADVANCED 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>

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<p>1.3 Evaluate the reciprocal effects of individual and family participation in community activities.</p>	1.3.1	Analyze goals that support individuals and family members in carrying out community and civic responsibilities.	<p>INTERMEDIATE RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.</p> <p>RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.</p>
	1.3.2	Demonstrate skills that individuals and families can utilize to support civic engagement in community activities.	
	1.3.3	Analyze personal and family assets and skills that provide service to the community.	
	1.3.4	Analyze community resources and systems of formal and informal support available to individuals and families.	
	1.3.5	Analyze the effects of public policies, agencies and institutions that affect individuals and families.	
	1.3.6	Identify ways individuals and families can influence change in policies, agencies, and institutions that affect individuals and families.	

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		<p>INTERMEDIATE WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>ADVANCED RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11-12.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p>

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		<p>ADVANCED</p> <p>RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>WHST.11-12.8.ather 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> <p>WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.</p>

Standard 2: Consumer and Family Resources

2.0 Comprehensive Standard: Evaluate management practices related to the human, economic, and environmental resources.

NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES		CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
2.1 Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital.	2.1.1	Apply management and planning skills and processes to organize tasks and responsibilities.	<p>BEGINNING RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions</p> <p>RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i>.</p> <p>RST.6-8.7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p> <p>RST.6-8.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p> <p>RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.</p> <p>WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p>
	2.1.2	Analyze how individuals and families make choices to satisfy needs and wants.	
	2.1.3	Analyze decisions about providing safe and nutritious food for individuals and families.	
	2.1.4	Apply consumer skills to providing and maintaining clothing.	
	2.1.5	Apply consumer skills to decisions about housing, utilities, and furnishings.	
	2.1.6	Summarize information about procuring and maintaining health care to meet the needs of individuals and family members.	
	2.1.7	Apply consumer skills to decisions about recreation.	
	2.1.8	Apply consumer skills to acquire and maintain transportation that meets the needs of individuals and family members	

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		<p>BEGINNING</p> <p>WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p>WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>

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		<p>BEGINNING</p> <p>WHST.6-8.9. Draw evidence from informational texts to support analysis reflection, and research</p> <p>WHST.6-8.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.6-8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grades 6-8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>(For SL.6-8.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>

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			<p>BEGINNING</p> <p>SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>SL.6.3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>SL.7.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>SL.8.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p>SL.6-8.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>

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		<p>BEGINNING</p> <p>SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>SL.6-8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6, 7, 8 language standards 1 and 3 on page 52 for specific expectations.)</p> <p>L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>(For L.6.1.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p>

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		<p>BEGINNING</p> <p>L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>(For L.7.1.a-c, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org.pdf).</p> <p>L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>(For L.8.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org.pdf).</p> <p>L.6-7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>(For L.6-7.2.a-b, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org.pdf).</p>

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		<p>BEGINNING</p> <p>L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>(For L.8.2.a-c, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>(For L.6.3.a-b, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>L.7-8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>(For L.7-8.3.a, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>L.6-8.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 6-8 reading and content</i>, choosing flexibly from a range of strategies.</p>

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		<p>BEGINNING (For L.6-8.4.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org.pdf).</p> <p>L.6-8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (For L.6-8.5.a-c, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org.pdf).</p> <p>L.6-8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>INTERMEDIATE SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively. (For SL.9-10.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org.pdf).</p>

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		<p>INTERMEDIATE</p> <p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p>RST.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.</p>

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		<p>INTERMEDIATE</p> <p>RST.9-10.9. Compare and contrast findings presented in a Text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p> <p>WHST.9-10.1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>(For WHST.9-10.1.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>(For WHST.9-10.2.a-f, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

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		<p>INTERMEDIATE</p> <p>WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>WHST.9-10.7. 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> <p>WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>

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		<p>ADVANCED</p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one on- one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>(For SL.11-12.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>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>

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		<p>ADVANCED</p> <p>SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and median (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>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>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>

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		<p>ADVANCED 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>WHST.11-12.1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>(For WHST.11-12.1.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>(For WHST.11-12.2.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

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		<p>ADVANCED</p> <p>WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>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> <p>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>

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<p>2.2 Analyze the relationship of the environment to family and consumer resources.</p>	2.2.1	Analyze individual and family responsibility in relation to the environmental trends and issues.	<p>BEGINNING RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently</p> <p>WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>SL.6-8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grades -6-8 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p>(For SL.6-8.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p>
	2.2.2	Summarize environmental trends and issues affecting families and future generations.	
	2.2.3	Demonstrate behaviors that conserve, reuse, and recycle resources to maintain the environment.	
	2.2.4	Explain government regulations for conserving natural resources.	

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		<p>INTERMEDIATE</p> <p>RST.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem</p> <p>RST.9-10.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p> <p>WHST.9-10.1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>(For WHST.9-10.1.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>(For WHST.9-10.2.a-f, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p>

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			<p>INTERMEDIATE</p> <p>WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>WHST.9-10.7. 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>

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		<p>INTERMEDIATE WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>ADVANCED RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>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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		<p>ADVANCED</p> <p>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>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>WHST.11-12.1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>For WHST.11-12.1.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>(For WHST.11-12.2.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p>

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		<p>ADVANCED</p> <p>WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>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>

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			<p>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>

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<p>2.3 Analyze policies that support consumer rights and responsibilities.</p>	2.3.1	Analyze state and federal policies and laws providing consumer protection.	<p>BEGINNING RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i>.</p> <p>RST.6-8.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p> <p>RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently</p> <p>WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>SL.6-8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p>
	2.3.2	Analyze how policies become laws relating to consumer rights.	
	2.3.3	Analyze skills used in seeking information to consumer rights.	

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		<p>BEGINNING (For SL.6-8.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org.pdf).</p> <p>L.6-8.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 6-8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>(For L.6-8.4.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org.pdf).</p> <p>L.6-8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>INTERMEDIATE RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words</p>

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		<p>INTERMEDIATE</p> <p>RST.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem</p> <p>RST.9-10.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p> <p>WHST.9-10.1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>(For WHST.9-10.1.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org.pdf).</p> <p>WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>For WHST.9-10.2.a-f, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org.pdf).</p>

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		<p>INTERMEDIATE</p> <p>WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>WHST.9-10.7. 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>

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		<p>INTERMEDIATE WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>ADVANCED RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>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>

Standard 2: Consumer and Family Resources

2.0 Comprehensive Standard: Evaluate management practices related to the human, economic, and environmental resources.

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		<p>ADVANCED</p> <p>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>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>WHST.11-12.1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>For WHST.11-12.1.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>(For WHST.11-12.2.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p>

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		<p>ADVANCED</p> <p>WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>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>

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			<p>ADVANCED 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>

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<p>2.4 Evaluate the effects of technology on individual and family resources.</p>	2.4.1	Summarize types of technology that affect family and consumer decision-making.	<p>BEGINNING SL.6-8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>(For SL.6-8.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>INTERMEDIATE RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>RST.9-10.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p>
	2.4.2	Analyze how media and technological advances affect family and consumer decisions.	
	2.4.3	Assess the use of technology and its effect on quality of life.	

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		<p>ADVANCED</p> <p>RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>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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2.5 Analyze relationships between the economic system and consumer actions.	2.5.1	Analyze the use of resources in making choices that satisfy needs and wants of individuals and families.	<p>BEGINNING</p> <p>RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i>.</p> <p>RST.6-8.7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p> <p>RST.6-8.10. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p> <p>WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>SL.6-8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grades 6-8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>
	2.5.2	Analyze individual and family roles in the economic system.	
	2.5.3	Analyze economic effects of laws and regulations that pertain to consumers and providers of services.	
	2.5.4	Analyze practices that allow families to maintain economic self-sufficiency.	

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		<p>BEGINNING (For SL.6-8.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>L.6-8.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 6-8 reading and content</i>, choosing flexibly from a range of strategies.</p>

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		<p>BEGINNING (For L.6-8.4.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>INTERMEDIATE RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>RST.9-10.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p> <p>ADVANCED RH.11-12.6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>RST.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES		CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
<p>2.6 Demonstrate management of financial resources to meet the goals of individuals and families across the life span.</p>	2.6.1	Evaluate the need for personal and family financial planning.	<p>BEGINNING RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i>.</p> <p>RST.6-8.7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p> <p>RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently</p> <p>WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>SL.6-8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grades 6-8 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p>
	2.6.2	Apply management principles to individual and family financial practices.	
	2.6.3	Apply management principles to decisions about insurance for individuals and families.	
	2.6.4	Evaluate personal and legal documents related to managing individual and family finances.	

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		<p>BEGINNING (For SL.6-8.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study</p> <p>SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>L.6-8.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 6-8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>(For L.6-8.4.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p>

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		<p>INTERMEDIATE</p> <p>RST.9-10.1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions</p> <p>RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p>RST.9-10.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p> <p>ADVANCED</p> <p>RST.11-12.1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>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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		<p>ADVANCED 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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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES		CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
3.1 Analyze career paths within consumer service industries.	3.1.1	Explain roles and functions of individuals engaged in consumer service careers.	<p>INTERMEDIATE</p> <p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>(For SL.9-10.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
	3.1.2	Analyze opportunities for employment and entrepreneurial endeavors.	
	3.1.3	Summarize education and training requirements and opportunities for career paths in consumer services.	
	3.1.4	Analyze the effects of the consumer service industry on local, state, national, and global economies.	
	3.1.5	Create an employment portfolio for use with applying for internships and work-based learning opportunities in consumer service careers.	
	3.1.6	Analyze the role of professional organizations in consumer service professions.	

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>INTERMEDIATE</p> <p>WHST.9-10.1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>(For WHST.9-10.1.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>For WHST.9-10.2.a-f, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>

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		<p>INTERMEDIATE</p> <p>WHST.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>WHST.9-10.7. 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> <p>WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>ADVANCED</p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p>

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		<p>ADVANCED (For SL.11-12.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>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> <p>SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>WHST.11-12.1. Write arguments focused on <i>discipline-specific content</i>.</p>

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		<p>ADVANCED For WHST.11-12.1.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. (For WHST.11-12.2.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>

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		<p>ADVANCED 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> <p>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>

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3.2 Analyze factors that affect consumer advocacy.	3.2.1	Analyze the role of advocacy groups at state and national levels.	<p>BEGINNING</p> <p>RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i>.</p> <p>RST.6-8.7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p> <p>RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.</p> <p>WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>SL.6-8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p>
	3.2.2	Analyze the contributions of policy makers to consumer advocacy.	
	3.2.3	Demonstrate strategies that enable consumers to become advocates.	
	3.2.4	Analyze the effects of consumer protection laws on advocacy.	
	3.2.5	Apply strategies to reduce the risk of consumer fraud.	
	3.2.6	Analyze the role of media in consumer advocacy.	
	3.2.7	Analyze the effects of business and industry policies and procedures on advocacy.	
	3.2.8	Analyze the use of educational and promotional materials in consumer advocacy.	

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		<p>BEGINNING (For SL.6-8.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>L.6-8.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 6-8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>(For L.6-8.4.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>INTERMEDIATE</p> <p>RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p>

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		<p>INTERMEDIATE</p> <p>RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p> <p>RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p>RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.</p> <p>RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.</p>

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		<p>INTERMEDIATE RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>ADVANCED RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11-12.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p>

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		<p>ADVANCED</p> <p>RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>RH.11-12.6. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</p> <p>RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES		CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
3.3 Analyze factors in developing a long-term financial management plan	3.3.1	Explain the effects of the economy on personal income, individual and family security, and consumer decisions.	<p>BEGINNING</p> <p>RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i>.</p> <p>RST.6-8.7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p> <p>RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.</p> <p>WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>SL.6-8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6-8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>
	3.3.2	Demonstrate components of a financial planning process that reflect the distinction between needs, wants, values, goals, and economic resources.	
	3.3.3	Analyze the effect of consumer credit in long-term financial planning	
	3.3.4	Compare investment and savings alternatives.	
	3.3.5	Analyze the effects of risk management strategies on long-term financial planning.	
	3.3.6	Analyze the effect of key life transitions on financial planning	
	3.3.7	Explain the role of estate planning in long-term financial planning.	
	3.3.8	Analyze factors that influence establishing and maintaining a good credit rating and the effect of credit ratings on rates and terms for credit and insurance.	

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		<p>BEGINNING (For SL.6-8.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>L.6-8.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 6-8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>(For L.6-8.4.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>INTERMEDIATE</p> <p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>

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		<p>INTERMEDIATE</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p>

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		<p>INTERMEDIATE</p> <p>RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p> <p>RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p>RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.</p> <p>RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.</p>

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>ADVANCED</p> <p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>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> <p>SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>ADVANCED</p> <p>RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11-12.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p> <p>RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p>

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>ADVANCED</p> <p>RH.11-12.6. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</p> <p>RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>

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<p>3.4 Analyze resource consumption for conservation and waste management practices</p>	3.4.1	Investigate sources and types of residential and commercial energy, water policy and usage, waste disposal, and pollution issues.	<p>INTERMEDIATE</p> <p>RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p> <p>RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p>RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p>
	3.4.2	Evaluate local, state, and national private and government consumer programs and services to recycle and conserve energy and environmental resources.	
	3.4.3	Explore strategies and practices to conserve energy and reduce waste.	
	3.4.4	Examine waste management issues.	
	3.4.5	Examine roles of government, industry, and family in energy consumption.	

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		<p>INTERMEDIATE</p> <p>RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.</p> <p>RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>ADVANCED</p> <p>RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11-12.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p>

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		<p>ADVANCED</p> <p>RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p> <p>RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>RH.11-12.6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES		CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
3.5 Demonstrate skills needed for product development, testing, and presentation.	3.5.1	Conduct market research to determine consumer trends and product development needs.	<p>BEGINNING RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i>.</p> <p>RST.6-8.7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p> <p>RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.</p> <p>WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>SL.6-8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6-8 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p>
	3.5.2	Design or analyze a consumer product.	
	3.5.3	Analyze features, prices, product information, styles, and performance of consumer goods for potential trade-offs among the components.	
	3.5.4	Evaluate a product utilizing valid and reliable testing procedures.	
	3.5.5	Apply statistical analysis processes to interpret, summarize, and report data from tests.	
	3.5.6	Evaluate the labeling, packaging, and support materials of consumer goods.	
	3.5.7	Demonstrate a product to educate an audience about a new product on the consumer market.	
	3.5.8	Utilize appropriate marketing and sales techniques to aid consumers in the selection of goods and services that meet consumer needs.	

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		<p>BEGINNING (For SL.6-8.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>L.6-8.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 6-8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>(For L.6-8.4.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>INTERMEDIATE</p> <p>RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p>

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>INTERMEDIATE</p> <p>RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p> <p>RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p>RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.</p> <p>RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

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		<p>INTERMEDIATE</p> <p>WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>WHST.9-10.7. 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> <p>WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>ADVANCED</p> <p>RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11-12.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p> <p>RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p>

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>ADVANCED</p> <p>RH.11-12.6. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</p> <p>RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>ADVANCED WHST.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>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> <p>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>

Standard 4: Education and Early Childhood

4.0 Comprehensive Standard: Integrate knowledge, skills, and practices required for careers in early childhood, education and services.

NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES		CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
<p>4.1 Analyze career paths within early childhood, education & related services.</p>	4.1.1.	Explain the roles and functions of individuals engaged in early childhood, education, and services.	<p>INTERMEDIATE SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>(For SL.9-10.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
	4.1.2	Analyze opportunities for employment and entrepreneurial endeavors.	
	4.1.3	Summarize education and training requirements and opportunities for career paths in early childhood, education, and services.	
	4.1.4	Analyze the effects of early childhood, education, and services occupations on local, state, national, and global economies.	
	4.1.5	Create an employment portfolio for use with applying for internships and work-based learning opportunities in education and early childhood.	
	4.1.6	Analyze the role of professional organizations in education and early childhood.	

Standard 4: Education and Early Childhood

4.0 Comprehensive Standard: Integrate knowledge, skills, and practices required for careers in early childhood, education and services.

NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>INTERMEDIATE</p> <p>WHST.9-10.1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>(For WHST.9-10.1.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>For WHST.9-10.2.a-f, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>

Standard 4: Education and Early Childhood

4.0 Comprehensive Standard: Integrate knowledge, skills, and practices required for careers in early childhood, education and services.

NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>INTERMEDIATE</p> <p>WHST.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>WHST.9-10.7. 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> <p>WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>ADVANCED</p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p>

Standard 4: Education and Early Childhood

4.0 Comprehensive Standard: Integrate knowledge, skills, and practices required for careers in early childhood, education and services.

NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>ADVANCED (For SL.11-12.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>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> <p>SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>WHST.11-12.1. Write arguments focused on <i>discipline-specific content</i>.</p>

Standard 4: Education and Early Childhood

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		<p>ADVANCED For WHST.11-12.1.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. (For WHST.11-12.2.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>

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		<p>ADVANCED 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> <p>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>

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<p>4.2 Analyze developmentally appropriate practices to plan for early childhood, education, and services.</p>	4.2.1	Analyze child development theories and their implications for educational and childcare practices.	<p>BEGINNING RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i>.</p> <p>RST.6-8.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p> <p>RST.6-8.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p> <p>RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.</p> <p>WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
	4.2.2	Apply a variety of assessment methods to observe and interpret children’s growth and development.	
	4.2.3	Analyze cultural and environmental influences when assessing children’s development.	
	4.2.4	Analyze abilities and needs of children and their effects on children’s growth and development.	
	4.2.5	Analyze strategies that promote children’s growth and development.	

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		<p>BEGINNING</p> <p>SL.6-8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 6-8 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p>For SL.6-8.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>L.6-8.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 6-8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>(For L.6-8.4.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>L.6-8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

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		<p>INTERMEDIATE</p> <p>RST.9-10.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p>RST.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.</p> <p>RST.9-10.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p> <p>WHST.9-10.1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>(For WHST.9-10.1.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org.pdf).</p> <p>WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p>

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		<p>INTERMEDIATE For WHST.9-10.2.a-f, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>WHST.9-10.7. 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>

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		<p>INTERMEDIATE WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>ADVANCED RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>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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		<p>ADVANCED</p> <p>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>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>WHST.11-12.1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>For WHST.11-12.1.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>(For WHST.11-12.2.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p>

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		<p>ADVANCED</p> <p>WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>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>

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		<p>ADVANCED 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>

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<p>4.3. Demonstrate integration of curriculum and instruction to meet children’s developmental needs and interests.</p>	4.3.1	Analyze a variety of curriculum and instructional models.	<p>INTERMEDIATE RST.9-10.2. Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p> <p>RST.9-10.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</p> <p>RST.9-10.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p>WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>
	4.3.2	Implement learning activities in all curriculum areas that meet the developmental needs of children.	
	4.3.3	Implement an integrated curriculum that incorporates a child’s language, learning styles, early experiences, and cultural values.	
	4.3.4	Demonstrate a variety of teaching methods to meet individual needs of children.	
	4.3.5	Arrange learning centers that provide for children’s exploration, discovery, and development.	
	4.3.6.	Establish activities, routines, and transitions.	

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		<p>INTERMEDIATE</p> <p>WHST.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>WHST.9-10.7. 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> <p>WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>ADVANCED</p> <p>RST.11-12.2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p>

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		<p>ADVANCED</p> <p>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>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>WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>

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		<p>ADVANCED 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> <p>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>

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<p>4.4 Demonstrate a safe and healthy learning environment for children.</p>	4.4.1	Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity.	<p>INTERMEDIATE SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>For SL.9-10.1 a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org pdf).</p> <p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>WHST.9-10.7. 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>
	4.4.2	Apply safe and healthy practices that comply with state regulations.	
	4.4.3	Implement strategies to teach children health, safety, and sanitation habits.	
	4.4.4	Plan safe and healthy meals and snacks.	
	4.4.5	Document symptoms of child abuse and neglect and use appropriate procedures to report suspected abuse or neglect to the designated authorities.	
	4.4.6.	Implement basic health practices and prevention procedures for workers and children regarding childhood illness and communicable diseases.	
	4.4.7	Demonstrate security and emergency procedures.	

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		<p>INTERMEDIATE</p> <p>WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.9-10.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>ADVANCED</p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>(For SL.11-12.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p>

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		<p>ADVANCED SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>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> <p>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> <p>WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.</p>

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		<p>WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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4.5 Demonstrate techniques for positive collaborative relationships with children.	4.5.1	Apply developmentally appropriate guidelines for behavior.	BEGINNING RST.6-8.2.
	4.5.2	Demonstrate problem-solving skills with children.	Determine the central ideas or conclusions of a text;
	4.5.3	Demonstrate interpersonal skills that promote positive and productive relationships with children.	provide an accurate summary of the text distinct from prior knowledge or opinions.
	4.5.4	Implement strategies for constructive and supportive interactions between children and families.	RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i> .
	4.5.5	Analyze children's developmental progress and summarize developmental issues and concerns.	RST.6-8.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
			RST.6-8.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
			RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.
			WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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		<p>BEGINNING SL.6-8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6-8 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p>For SL.6-8.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>INTERMEDIATE SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>(For SL.9-10.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>

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		<p>INTERMEDIATE</p> <p>WHST.9-10.7. 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> <p>WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.9-10.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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		<p>ADVANCED</p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>For SL.11-12.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>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>

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		<p>ADVANCED</p> <p>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> <p>WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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<p>4.6 Demonstrate professional practices and standards related to working with children.</p>	4.6.1	Utilize opportunities for continuing training and education.	<p>INTERMEDIATE SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>(For SL.9-10.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>WHST.9-10.7. 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> <p>WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>
	4.6.2	Apply professional ethical standards as accepted by the recognized professional organizations.	
	4.6.3	Implement federal, state, and local standards, policies, regulations, and laws that affect children, families, and programs.	
	4.6.4	Demonstrate enthusiasm, initiative, and commitment to program goals and improvements.	
	4.6.5	Apply business management skills to planning businesses in early childhood, education, and services.	

Standard 4: Education and Early Childhood

4.0 Comprehensive Standard: Integrate knowledge, skills, and practices required for careers in early childhood, education and services.

NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>INTERMEDIATE WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.9-10.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>ADVANCED SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>For SL.11-12.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>ADVANCED SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>

Standard 4: Education and Early Childhood

4.0 Comprehensive Standard: Integrate knowledge, skills, and practices required for careers in early childhood, education and services.

NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>ADVANCED 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> <p>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> <p>WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>ADVANCED WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

Standard 6: Family

6.0 Comprehensive Standard: Evaluate the significance of family and its effects on the well-being of individuals and society.

NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES		CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
6.1 Analyze the effects of family as a system on individuals and society	6.1.1	Analyze family as the basic unit of society.	<p>BEGINNING</p> <p>RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i>.</p> <p>RST.6-8.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p> <p>RST.6-8.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p> <p>RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.</p> <p>WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
	6.1.2	Analyze the role of family in transmitting societal expectations.	
	6.1.3	Analyze global influences on today’s families.	
	6.1.4	Analyze the role of family in teaching culture and traditions across the life span.	
	6.1.5	Analyze the role of family in developing independence, interdependence and commitment of family members.	
	6.1.6	Analyze the effects of change and transitions over the life course.	
	6.1.7	Analyze the ways family and consumer sciences careers assist the work of the family.	

Standard 6: Family

6.0 Comprehensive Standard: Evaluate the significance of family and its effects on the well-being of individuals and society.

NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>BEGINNING</p> <p>SL.6-8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 6-8 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p>For SL.6-8.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>L.6-8.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 6-8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>(For L.6-8.4.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>L.6-8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

Standard 6: Family

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>INTERMEDIATE</p> <p>RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p>RST.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.</p> <p>RST.9-10.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p> <p>WHST.9-10.1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>(For WHST.9-10.1.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p>

Standard 6: Family

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>INTERMEDIATE For WHST.9-10.2.a-f, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>WHST.9-10.7. 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>

Standard 6: Family

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>INTERMEDIATE WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>ADVANCED RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>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>

Standard 6: Family

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>ADVANCED</p> <p>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>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>WHST.11-12.1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>For WHST.11-12.1. a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>(For WHST.11-12.2. a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p>

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>ADVANCED</p> <p>WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>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>

Standard 6: Family

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>ADVANCED 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>

Standard 6: Family

6.0 Comprehensive Standard: Evaluate the significance of family and its effects on the well-being of individuals and society.

NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES		CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
<p>6.2 Evaluate the effect of diverse perspective, needs and characteristics of individual and families.</p>	6.2.1	Demonstrate awareness of multiple diversities and their effects on individuals, families and society.	<p>BEGINNING SL.6-8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 6-8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>For SL.6-8.1. a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org.pdf.</p> <p>INTERMEDIATE RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p>
	6.2.2	Analyze the effects of social and cultural diversity on individual and families.	
	6.2.3	Analyze the effects of empathy for diversity on individuals in family, work and community.	
	6.2.4	Demonstrate respect for diversity with sensitivity to anti-bias, gender, equity, age, culture and ethnicity.	
	6.2.5	Analyze the effects of globalization and increasing diversity on individuals, families and society.	

Standard 6: Family

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>INTERMEDIATE</p> <p>RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.</p> <p>RH.9-10-9. Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>ADVANCED</p> <p>RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p>

Standard 6: Family

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>ADVANCED</p> <p>RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11-12.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>

Standard 6: Family

6.0 Comprehensive Standard: Evaluate the significance of family and its effects on the well-being of individuals and society.

NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>ADVANCED</p> <p>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> <p>WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.</p>

Standard 8: Food Production and Services

8.0 Comprehensive Standard: Integrate knowledge, skills, and practices required for careers in food production and services.

NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES		CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
<p>7.1 Analyze career paths within family and community services</p>	7.1.1	Explain the roles and functions of individuals engaged in family and community services careers	<p>INTERMEDIATE SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>For SL.9-10.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf.</p> <p>SL.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>SL.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>SL.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>WHST.9-10.1. Write arguments focused on <i>discipline-specific content</i>.</p>
	7.1.2	Analyze opportunities for employment and entrepreneurial endeavors.	
	7.1.3	Summarize education and training requirements and opportunities for career paths in family & community services	
	7.1.4	Analyze the effects of family and community service occupations on local, state, national, and global economies.	
	7.1.5	Demonstrate job acquisition skills to gain work-based learning opportunities and employment in family and community services careers.	
	7.1.6	Analyze the role of professional organizations in family and community services professions	

Standard 8: Food Production and Services

8.0 Comprehensive Standard: Integrate knowledge, skills, and practices required for careers in food production and services.

NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>INTERMEDIATE For WHST.9-10.1. a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org.pdf).</p> <p>WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>For WHST.9-10.2. a-f, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org.pdf).</p> <p>WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>

Standard 8: Food Production and Services

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>INTERMEDIATE WHST.9-10.7. 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> <p>WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>ADVANCED SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one on- one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>For SL.11-12.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org.pdf).</p>

Standard 8: Food Production and Services

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>ADVANCED</p> <p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>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> <p>SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>WHST.11-12.1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>For WHST.11-12.1.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p>

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>ADVANCED</p> <p>WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>For WHST.11-12.2.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>

Standard 8: Food Production and Services

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES		CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
			<p>ADVANCED 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> <p>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>

Standard 8: Food Production and Services

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES		CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
<p>7.2 Analyze factors relating to providing family and community services.</p>	7.2.1	Describe local, state, and national agencies and informal support resources providing human services	<p>INTERMEDIATE RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p> <p>RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p>RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p>
	7.2.2	Analyze professional, ethical, legal, and safety issues that confront human service employees.	
	7.2.3	Summarize licensing laws and regulations that affect service providers and their participants.	
	7.2.4	Analyze harmful, fraudulent, and deceptive human services practices.	
	7.2.5	Summarize the rights and responsibilities of human service participants and their families.	
	7.2.6	Analyze effective individual and family advocacy and self-advocacy strategies to overcome diverse challenges facing human services participants.	
	7.2.7	Analyze community-networking opportunities in family and community services.	

Standard 8: Food Production and Services

8.0 Comprehensive Standard: Integrate knowledge, skills, and practices required for careers in food production and services.

NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>INTERMEDIATE</p> <p>RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.</p> <p>RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>ADVANCED</p> <p>RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11-12.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p>

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		<p>ADVANCED</p> <p>RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p> <p>RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>RH.11-12.6. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</p> <p>RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES		CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
7.3 Demonstrate professional behaviors, skills, and knowledge in providing family and community services.	7.3.1	Apply rules, regulations, and work site policies that affect employer, employee, participant, and family rights and responsibilities.	<p>INTERMEDIATE</p> <p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>For SL.9-10.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf.</p> <p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>WHST.9-10.7. 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> <p>WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>
	7.3.2	Demonstrate professional and ethical collaborative relationships with colleagues, support teams, participants, and families.	
	7.3.3	Maintain accurate and confidential documentation to be submitted in a timely manner to appropriate sources.	
	7.3.4	Analyze participants' strengths, needs, preferences, and interests across the life span through formal and informal assessment practices.	
	7.3.5	Demonstrate use of technology in human services.	

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>INTERMEDIATE WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.9-10.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>ADVANCED SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>For SL.11-12.1. a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>ADVANCED SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>

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		<p>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> <p>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> <p>WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES		CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
<p>7.4 Evaluate conditions affecting individuals and families with a variety of disadvantaging conditions.</p>	7.4.1	Assess health, wellness, and safety issues of individual and families with a variety of disadvantaging conditions.	<p>INTERMEDIATE RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.</p> <p>RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.</p>
	7.4.2	Analyze management and living environment issues of individuals and families with a variety of disadvantaging conditions.	
	7.4.3	Analyze personal, social, emotional, economic, vocational, educational, and recreational issues for individuals and family with a variety of disadvantaging conditions.	
	7.4.4	Discriminate between situations that require personal prevention or intervention and those situations that require professional assistance.	
	7.4.5	Analyze situations which require crisis intervention	
	7.4.6	Summarize the appropriate support needed to address selected human services issues.	

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		<p>INTERMEDIATE WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>ADVANCED RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11-12.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p>

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		<p>ADVANCED</p> <p>RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>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> <p>WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.</p>

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES		CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
<p>7.5 Evaluate services for individuals and families with a variety of disadvantaging conditions</p>	7.5.1	Describe needs and accommodations for people with a variety of disadvantaging conditions.	<p>INTERMEDIATE RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.</p> <p>RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.</p>
	7.5.2	Analyze ways in which individuals with disadvantaging conditions affect the family and family members financially, socially, physically, and emotionally.	
	7.5.3	Illustrate coping or adjustment strategies and stress management practices for the participant, a caregiver, and family members.	
	7.5.4	Summarize the importance of friends, family, and community relationships for an individual with a variety of disadvantaging conditions.	
	7.5.5	Demonstrate ways to provide support that validates the participants' capabilities and right to privacy, dignity, and autonomy.	
	7.5.6	Demonstrate strategies that help participants make informed choices, access resources and support, follow through on responsibilities, and take appropriate risks.	
	7.5.7	Demonstrate verbal and nonverbal communication skills that support individuals and families with a variety of disadvantaging conditions	

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		<p>INTERMEDIATE</p> <p>WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>ADVANCED</p> <p>RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11-12.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p>

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		<p>ADVANCED</p> <p>RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>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> <p>WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.</p>

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES		CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
8.1 Analyze career paths within the food production and food services industries.	8.1.1	Explain the roles, duties and functions of individuals engaged in food production and services careers.	<p>BEGINNING RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>SL.6-8.1. Engage effectively in a range collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>For SL.6-8.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>SL.6-8.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>L.6-8.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 6-8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>For L.6-8.4.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p>
	8.1.2	Analyze opportunities for employment and entrepreneurial endeavors.	
	8.1.3	Summarize education and training requirements and opportunities for career paths in food production and services.	
	8.1.4	Analyze the effects of food production and services occupations on local, state, national and global economies.	
	8.1.5	Create an employment portfolio for use with applying for internships and work-based learning opportunities.	
	8.1.6	Analyze the role of professional organizations in food production and services.	

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		<p>BEGINNING</p> <p>L.7-8.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 7-8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>For L.7-8.4.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).word or phrase important to comprehension or expression.</p> <p>L.6-8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>INTERMEDIATE</p> <p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>For SL.9-10.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).word or phrase important to comprehension or expression.</p>

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		<p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>WHST.9-10.1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>For WHST.9-10.1.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf.word or phrase important to comprehension or expression.</p>

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>INTERMEDIATE</p> <p>WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>For WHST.9-10.2.a-f, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf.word or phrase important to comprehension or expression.</p> <p>WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>INTERMEDIATE WHST.9-10.7. 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> <p>WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>ADVANCED SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>For SL.11-12.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).word or phrase important to comprehension or expression.</p>

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		<p>ADVANCED</p> <p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>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> <p>SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>WHST.11-12.1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>For WHST.11-12.1.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf.word or phrase important to comprehension or expression.</p>

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		<p>ADVANCED WHST.11-12.2.a. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>For WHST.11-12.2.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).word or phrase important to comprehension or expression.</p> <p>WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>

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		<p>ADVANCED</p> <p>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> <p>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>

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8.2 Demonstrate food safety and sanitation procedures.	8.2.1	Identify characteristics of major food borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.	<p>BEGINNING RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i>.</p> <p>RST.6-8.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p> <p>RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently</p> <p>WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
	8.2.2	Employ food service management safety/sanitation program procedures, including CPR and first aid.	
	8.2.3	Use knowledge of systems for documenting, investigating, reporting, and preventing food borne illness.	
	8.2.4	Use the Hazard Analysis Critical Control Point (HACCP) and crisis management principles and procedures during food handling processes to minimize the risks of food borne illness.	
	8.2.5	Practice good personal hygiene/health procedures, including dental health and weight management, and report symptoms of illness.	
	8.2.6	Demonstrate proper purchasing, receiving, storage, and handling of both raw and prepared foods.	
	8.2.7	Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and other food products.	
	8.2.8	Analyze current types of cleaning materials and sanitizers for proper uses and safety hazards.	
	8.2.9	Use Occupational Safety and Health Administration’s (OSHA) Right to Know Law and Materials Safety Data Sheets (MSDS) and explain their requirements in safe handling and storage of hazardous materials.	

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	8.2.10	Demonstrate safe and environmentally responsible waste disposal and recycling methods.	<p>BEGINNING</p> <p>SL.6-8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>For SL.6-8.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).word or phrase important to comprehension or expression.</p> <p>SL.6-8.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>L.6-8.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 6-8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.6-8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
	8.2.11	Demonstrate ability to maintain necessary records to document time and temperature control, HACCP, employee health, maintenance of equipment, and other elements of food preparation, storage, and presentation.	

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		<p>INTERMEDIATE</p> <p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>For SL.9-10.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf.word or phrase important to comprehension or expression.</p> <p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p>WHST.9-10.7. 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>

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		<p>INTERMEDIATE</p> <p>WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.9-10.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p> <p>ADVANCED</p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>For SL.11-12.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p>

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		<p>ADVANCED</p> <p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>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>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> <p>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>

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			<p>WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter timeframes (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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<p>8.3 Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.</p>	8.3.1	Operate tools and equipment following safety procedures and OSHA requirements.	<p>BEGINNING RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i></p> <p>RST.6-8.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic</p> <p>RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.</p> <p>WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>SL.6-8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 6-8 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p>
	8.3.2	Maintain tools and equipment following safety procedures and OSHA requirements.	
	8.3.3	Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements.	
	8.3.4	Analyze equipment purchases based on long-term business needs, specific regulations, and codes related to foods.	
	8.3.5	Demonstrate procedures for safe and secure storage of equipment and tools.	
	8.3.6	Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving, including hand tools and small ware.	

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		<p>BEGINNING For SL.6-8.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>SL.6-8.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>L.6-8.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 6-8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>For L.6-8.4.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>L.6-8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

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		<p>INTERMEDIATE SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>For SL.9-10.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p>INTERMEDIATE WHST.9-10.7. 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>

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		<p>INTERMEDIATE</p> <p>WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.9-10.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>ADVANCED</p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>For SL.11-12.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p>

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		<p>ADVANCED</p> <p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>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>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> <p>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>

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES		CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
			<p>ADVANCED WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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8.4 Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.	8.4.1	Use computer based menu systems to develop and modify menus.	<p>BEGINNING RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i>.</p> <p>RST.6-8.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic</p> <p>RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.</p> <p>WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
	8.4.2	Apply menu-planning principles to develop and modify menus.	
	8.4.3	Analyze food, equipment, and supplies needed for menus.	
	8.4.4	Develop a variety of menu layouts, themes, and design styles.	
	8.4.5	Prepare requisitions for food, equipment, and supplies to meet production requirements.	
	8.4.6	Record performance of menu items to analyze sales and determine menu revisions.	
	8.4.7	Apply principles of Measurement, Portion Control, Conversions, Food Cost Analysis and Control, Menu Terminology, and Menu Pricing to menu planning.	

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		<p>BEGINNING</p> <p>SL.6-8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 6-8 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p>For SL.6-8.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>L.6-8.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 6-8 reading and content</i>, choosing flexibly from a range of strategies.</p>

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		<p>BEGINNING For L.6-8.4.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>L.6-8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>INTERMEDIATE SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>For SL.9-10.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>

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		<p>INTERMEDIATE</p> <p>RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p>WHST.9-10.7. 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> <p>WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.9-10.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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		<p>ADVANCED SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively. For SL.11-12.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>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>ADVANCED 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>

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			<p>ADVANCED</p> <p>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> <p>WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.	8.5.1	Demonstrate professional skills in safe handling of knives, tools, and equipment.	BEGINNING RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i> . RST.6-8.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. RST.6-8.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.
	8.5.2	Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.	
	8.5.3	Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques.	
	8.5.4	Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of variety of foods.	
	8.5.5	Prepare various meats, seafood, and poultry using safe handling and professional preparation techniques.	
	8.5.6	Prepare various stocks, soups, and sauces using safe handling and professional preparation techniques.	
	8.5.7	Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.	
	8.5.8	Prepare various salads, dressings, marinades, and spices using safe handling and professional preparation techniques.	
	8.5.9	Prepare sandwiches, canapés and appetizers using safe handling and professional preparation techniques.	
	8.5.10	Prepare breads, baked goods and desserts using safe handling and professional preparation techniques.	

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	8.5.11	Prepare breakfast meats, eggs, cereals, and batter products using safe handling and professional preparation techniques.	<p>BEGINNING WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>SL.6-8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 6-8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>For SL.6-8.1. a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>L.6-8.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 6-8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>For L.6-8.4. a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>L.6-8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
	8.5.12	Demonstrate professional plating, garnishing, and food presentation techniques.	
	8.5.13	Examine the applicability of convenience food items.	
	8.5.14	Demonstrate cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor.	

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		<p>BEGINNING For L.6-8.5.a-c, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>L.6-8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>INTERMEDIATE SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>For SL.9-10.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>

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		<p>INTERMEDIATE</p> <p>RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words</p> <p>WHST.9-10.7. 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> <p>WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.</p>

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		<p>INTERMEDIATE WHST.9-10.10. Write routinely over extended time frames (time for reflection and revision) and shorter timeframes (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>ADVANCED SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>For SL.11-12.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>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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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>ADVANCED</p> <p>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> <p>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 over reliance on any one source and following a standard format for citation.</p> <p>WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter timeframes (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES		CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
	8.6.1	Apply principles of purchasing, receiving, issuing, and storing in food service operations.	<p>BEGINNING SL.6-8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 6-8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>For SL.6-8.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>INTERMEDIATE SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>For SL.9-10.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>
	8.6.2	Practice inventory procedures including first in/first out concept, date marking, and specific record keeping.	
	8.6.3	Apply accounting procedures in planning and forecasting profit and loss.	
	8.6.4	Examine the areas of risk management and legal liability within the food service industry.	
	8.6.5	Apply human resource policies including rules, regulations, laws, hiring, compensation, overtime, discrimination, and harassment.	
	8.6.6	Apply the procedures involved in staff planning, recruiting, interviewing, selecting, scheduling, performance reviewing, and terminating of employees.	
	8.6.7	Conduct staff orientation, training, consistent reinforcement of training standards, and education, and on the job training/retraining.	
	8.6.8	Implement marketing plan for food service operations.	
	8.6.9	Design internal/external crisis management and disaster plans and response procedures.	
	8.6.10	Apply principles of inventory management, labor cost and control techniques, production planning and control, and facilities management to front and back of the house operations.	

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>INTERMEDIATE</p> <p>RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p>WHST.9-10.7. 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> <p>WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.9-10.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline</p>

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>ADVANCED</p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>For SL.11-12.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>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>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>

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			<p>ADVANCED</p> <p>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> <p>WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES		CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
8.7 Demonstrate the concept of internal and external customer service.	8.7.1	Analyze the role of quality service as a strategic component of exceptional performance.	<p>INTERMEDIATE</p> <p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>For SL.9-10.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p>WHST.9-10.7. 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>
	8.7.1		
	8.7.2	Demonstrate quality services that meet industry standards in the food service industry.	
	8.7.3	Analyze the relationship between employees and customer satisfaction.	
	8.7.4	Apply strategies for addressing and resolving complaints.	
8.7.5	Demonstrate sensitivity to diversity and individuals with special needs.		

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>INTERMEDIATE</p> <p>WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.9-10.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline</p> <p>ADVANCED</p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>For SL.11-12.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p>

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>ADVANCED</p> <p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>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>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> <p>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>

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES		CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
			<p>ADVANCED WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

Standard 9: Food Science, Dietetics and Nutrition

9.0 Comprehensive Standard: Integrate knowledge, skills, and practices required for careers in food science, food technology, dietetics and nutrition.

NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES		CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
<p>9.1 Analyze career paths within food science, food technology, dietetics, and nutrition industries.</p>	9.1.1	Explain the roles and functions of individuals engaged in food science, food technology, dietetics, and nutrition careers.	<p>INTERMEDIATE SL.9-10.1.a. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>For SL.9-10.1. a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
	9.1.2	Analyze opportunities for employment and entrepreneurial endeavors.	
	9.1.3	Summarize education and training requirements and opportunities for career paths in food science, food technology, dietetics, and nutrition.	
	9.1.4	Analyze the impact of food science, dietetics, and nutrition occupations on local, state, national, and global economies.	
	9.1.5	Create an employment portfolio for use with applying for internships and work-based learning opportunities in food science, food technology, dietetics, and nutrition careers.	
	9.1.6	Analyze the role of professional organizations in food science, food technology, dietetics, and nutrition careers.	

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES		CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
			<p>INTERMEDIATE</p> <p>WHST.9-10.1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>For WHST.9-10.1.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>For WHST.9-10.2.a-f, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES		CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
			<p>INTERMEDIATE</p> <p>WHST.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>WHST.9-10.7. 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> <p>WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>ADVANCED</p> <p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p>

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		<p>ADVANCED For SL.9-10.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org.pdf).</p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>For SL.11-12.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org.pdf).</p> <p>SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>

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			<p>ADVANCED</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>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> <p>SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>ADVANCED WHST.11-12.1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>For WHST.11-12.1.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>For WHST.11-12.2.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>

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			<p>ADVANCED</p> <p>WHST.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>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> <p>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>

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES		CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
<p>9.2 Apply risk management procedures to food safety, food testing and sanitation.</p>	9.2.1	Analyze factors that contribute to foodborne illness.	<p>BEGINNING RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p> <p>RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i>.</p> <p>RST.6-8.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p> <p>RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.</p> <p>WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
	9.2.2	Analyze food service management safety and sanitation programs.	
	9.2.3	Implement industry standards for documenting investigating and reporting foodborne illnesses.	
	9.2.4	Analyze the impact of food science, dietetics, and nutrition occupations on local, state, national, and global economies.	
	9.2.5	Demonstrate practices and procedures that ensure personal and workplace health and hygiene.	
	9.2.6	Demonstrate standard procedures for receiving and storage of raw and prepared foods.	
	9.2.7	Classify current types of cleaning materials and sanitizers and their proper use.	
	9.2.8	Use Occupational Safety and Health Administrator’s (OSHA) Right to Know Law and Material Safety Data Sheets (MSDS) and explain their requirements in handling hazardous materials.	
	9.2.9	Demonstrate waste disposal and recycling methods.	

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES		CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
			<p>BEGINNING</p> <p>SL.6-8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p>For SL.6-8.1. a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>

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			<p>BEGINNING</p> <p>L.6-8.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 6-8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>For SL.6-8.4.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>L.6-8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>INTERMEDIATE</p> <p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>For SL.9-10.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p>

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			<p>INTERMEDIATE</p> <p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p>RST.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.</p> <p>RST.9-10.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p> <p>WHST.9-10.7. 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>

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			<p>INTERMEDIATE</p> <p>WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.9-10.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>ADVANCED</p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>For SL.11-12.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p>

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		<p>ADVANCED SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data</p> <p>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>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>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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			<p>ADVANCED</p> <p>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> <p>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> <p>WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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<p>9.3 Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans.</p>	9.3.1	Analyze nutrient requirements across the life span addressing the diversity of people, culture, and religions.	<p>BEGINNING RST.6-8.1. Cite specific textual evidence to support analysis of science and technical texts.</p> <p>RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p> <p>RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i>.</p> <p>RST.6-8.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p> <p>RST.6-8.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p>
	9.3.2	Analyze nutritional data.	
	9.3.3	Apply principles of food production to maximize nutrient retention in prepared foods.	
	9.3.4	Assess the influence of socioeconomic and psychological factors on food and nutrition and behavior.	
	9.3.5	Analyze recipe/formula proportions and modifications for food production.	
	9.3.6	Critique the selection of foods to promote a healthy lifestyle.	
	9.3.7	Categorize foods into exchange groups and plan menus, applying the exchange system to meet various nutrient needs.	

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		<p>BEGINNING RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.</p> <p>WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed</p> <p>WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>

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		<p>BEGINNING</p> <p>WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>WHST.6-8.9. Draw evidence from informational texts to support analysis reflection, and research.</p> <p>WHST.6-8.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.6-8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>

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			<p>BEGINNING For SL.6-8.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>SL.6.3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>

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			<p>BEGINNING</p> <p>SL.7.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>SL.8.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p>SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>

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			<p>BEGINNING</p> <p>SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>SL.6-8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6, 7 and 8 Language standards 1 and 3 on page 52 for specific expectations.)</p> <p>L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>For L.6.1.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p>

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		<p>BEGINNING</p> <p>L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>For L.7.1.a-c, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>For L.8.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>L.6-7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>For L.6-7.2.a-b, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p>

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		<p>BEGINNING</p> <p>L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>For L.8.2.a-c, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>For L.6.3.a-b, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>L.7-8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>For L.7-8.3.a, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p>

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		<p>BEGINNING</p> <p>L.6-8.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 6-8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>For L.6-8.4.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>L.6-8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>For L.6-8.5.a-c, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>L.6-8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

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			<p>INTERMEDIATE</p> <p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>For SL.9-10.1 a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>

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		<p>INTERMEDIATE</p> <p>RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p>RST.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem</p> <p>RST.9-10.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p> <p>WHST.9-10.1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>For WHST.9-10.1.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.9-10.2.d. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p>

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			<p>INTERMEDIATE Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p>WHST.9-10.7. 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> <p>WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.9-10.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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			<p>ADVANCED SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>For SL.9-10.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data</p> <p>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>

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		<p>ADVANCED</p> <p>SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>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>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>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>WHST.11-12.1. Write arguments focused on <i>discipline-specific content</i>.</p>

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		<p>ADVANCED For WHST.11-12.1.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf.</p> <p>WHST.11-12.2.d. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>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>

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			<p>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> <p>WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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9.4 Apply basic concepts of nutrition and nutritional therapy in a variety of settings.	9.4.1	Analyze nutritional needs of individuals.	<p>BEGINNING</p> <p>RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i>.</p> <p>RST.6-8.7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p> <p>RST.6-8.9. Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic.</p> <p>RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.</p>
	9.4.2	Use nutritional information to support care planning.	
	9.4.3	Utilize a selective menu.	
	9.4.4	Construct a modified diet based on nutritional needs and health conditions.	
	9.4.5	Design instruction on nutrition for health maintenance and disease prevention.	

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			<p>BEGINNING</p> <p>WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed</p> <p>WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p>WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>

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			<p>BEGINNING WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>WHST.6-8.9. Draw evidence from informational texts to support analysis reflection, and research.</p> <p>WHST.6-8.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.6-8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>For SL.6-8.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p>

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			<p>BEGINNING</p> <p>SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>SL.6.3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>SL.7.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>

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			<p>BEGINNING</p> <p>SL.8.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p>SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>

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		<p>BEGINNING</p> <p>SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>SL.6-8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6, 7 and 8 Language standards 1 and 3 on page 52 for specific expectations.)</p> <p>L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>For L.6.1.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org).</p> <p>L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>

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			<p>BEGINNING For L.7.1.a-c, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>For L.8.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>L.6-7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>For L.6-7.2.a-b, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>

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			<p>BEGINNING For L.8.2.a-c, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>For L.6.3.a-b, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>L.7-8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>For L.7-8.3.a, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>L.6-8.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 6-8 reading and content</i>, choosing flexibly from a range of strategies.</p>

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			<p>BEGINNING For L.6-8.4.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>L.6-8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>For L.6-8.5.a-c, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>L.6-8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>INTERMEDIATE SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p>

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			<p>INTERMEDIATE For SL.9-10.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p>

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		<p>INTERMEDIATE</p> <p>RST.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem</p> <p>RST.9-10.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p> <p>WHST.9-10.1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>For WHST.9-10.1 a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf.</p> <p>WHST.9-10.2.d. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p>

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			<p>INTERMEDIATE</p> <p>WHST.9-10.7. 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> <p>WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.9-10.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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			<p>ADVANCED SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>For SL.11-12.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data</p> <p>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>

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		<p>ADVANCED</p> <p>SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>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>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>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>WHST.11-12.1. Write arguments focused on <i>discipline-specific content</i>.</p>

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		<p>ADVANCED For WHST.11-12.1.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf.</p> <p>WHST.11-12.2.d. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>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>

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			<p>ADVANCED</p> <p>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> <p>WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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<p>9.5 Demonstrate use of current technology in food product development and marketing.</p>	9.5.1	Analyze various factors that affect food preferences in the marketing of food.	<p>BEGINNING SL.6-8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p>For SL.6-8.1 a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>
	9.5.2	Analyze data in statistical analysis in making development and marketing decisions.	
	9.5.3	Prepare food for presentation and assessment.	
	9.5.4	Maintain test kitchen/ laboratory and related equipment and supplies.	
	9.5.5	Implement procedures that affect quality product performance.	

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			<p>INTERMEDIATE</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p>RST.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem</p> <p>RST.9-10.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p>

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		<p>INTERMEDIATE</p> <p>WHST.9-10.1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>For WHST.9-10.1 a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf.</p> <p>WHST.9-10.2.d. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p>WHST.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>WHST.9-10.7. 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>

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		<p>INTERMEDIATE WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>ADVANCED 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> <p>SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>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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		<p>ADVANCED</p> <p>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>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>WHST.11-12.1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>For WHST.11-12.1.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf.</p> <p>WHST.11-12.2.d. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p>

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			<p>ADVANCED Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>WHST.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>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> <p>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>

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<p>9.6 Demonstrate food science, dietetics, and nutrition management principles and practices.</p>	9.6.1	Build menus to customer/ client preferences.	<p>INTERMEDIATE SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p>RST.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.</p> <p>RST.9-10.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p>
	9.6.2	Implement food preparation, production, and testing systems.	
	9.6.3	Apply standards for food quality.	
	9.6.4	Create standardized recipes.	
	9.6.5	Manage amounts of food to meet needs of customers, clients.	
	9.6.6	Analyze new products.	
	9.6.7	Implement procedures that provide cost effective products.	
	9.6.8	Establish par levels for the purchase of supplies based on an organization's needs.	
	9.6.9	Utilize Food Code Points of time, temperature, date markings, cross contamination, hand washing, and personal hygiene as criteria for safe food preparation	

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			<p>INTERMEDIATE WHST.9-10.1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>For WHST.9-10.1 a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf.</p> <p>WHST.9-10.2.d. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p>WHST.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>WHST.9-10.7. 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>

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		<p>INTERMEDIATE WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>ADVANCED 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> <p>SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>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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9.0 Comprehensive Standard: Integrate knowledge, skills, and practices required for careers in food science, food technology, dietetics and nutrition.

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		<p>ADVANCED</p> <p>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>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>WHST.11-12.1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>For WHST.11-12.1.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf.</p> <p>WHST.11-12.2.d. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p>

Standard 9: Food Science, Dietetics and Nutrition

9.0 Comprehensive Standard: Integrate knowledge, skills, and practices required for careers in food science, food technology, dietetics and nutrition.

NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES		CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
			<p>ADVANCED Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>WHST.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>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> <p>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>

Standard 10: Hospitality, Tourism, and Recreation

10.0 Comprehensive Standard: Synthesize knowledge, skills and practices required for careers in hospitality, tourism, and recreation.

NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES		CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
10.1 Analyze career paths within the hospitality, tourism and recreation industries.	10.1.1	Explain the roles and functions of individuals engaged in hospitality, tourism, and recreation careers.	<p>INTERMEDIATE</p> <p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>For SL.9-10.1. a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org pdf).</p> <p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
	10.1.2	Analyze opportunities for employment in hospitality, tourism, and recreation careers.	
	10.1.3	Summarize education and training requirements and opportunities for career paths in hospitality, tourism, and recreation careers.	
	10.1.4	Analyze the impact of hospitality occupations on local, state, national, and global economies.	
	10.1.5	Create an employment portfolio for use with applying for internships and work-based learning opportunities in hospitality, tourism, and recreation careers	
	10.1.6	Analyze the role of professional organizations in the hospitality, tourism, and recreation professions.	

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>INTERMEDIATE</p> <p>WHST.9-10.1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>For WHST.9-10.1.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>For WHST.9-10.2.a-f, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>

Standard 10: Hospitality, Tourism, and Recreation

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>INTERMEDIATE</p> <p>WHST.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>WHST.9-10.7. 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> <p>WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>ADVANCED</p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p>

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	
		<p>ADVANCED For SL.11-12.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>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> <p>SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>WHST.11-12.1. Write arguments focused on <i>discipline-specific content</i>.</p>

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>ADVANCED For WHST.11-12.1.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>For WHST.11-12.2.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>

Standard 10: Hospitality, Tourism, and Recreation

10.0 Comprehensive Standard: Synthesize knowledge, skills and practices required for careers in hospitality, tourism, and recreation.

NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>ADVANCED 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> <p>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>

Standard 10: Hospitality, Tourism, and Recreation

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES		CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
10.2 Demonstrate procedures applied to safety, security, and environmental issues.	10.2.1	Explain the importance of safety, security, and environmental issues related to the hospitality, tourism, and recreation industries.	<p>INTERMEDIATE</p> <p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>For SL.9-10.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>RST.9-10.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p>
	10.2.2	Demonstrate procedures for assuring guest or customer safety.	
	10.2.3	Evaluate evacuation plans and emergency procedures.	
	10.2.4	Demonstrate management and conservation of resources for energy efficiency and protection of the environment.	
	10.2.5	Design a system for documenting, investigating, and taking action on safety, security, and environmental issues.	

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>INTERMEDIATE</p> <p>WHST.9-10.7. 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> <p>WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.9-10.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>ADVANCED</p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>For SL.11.12.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>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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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>ADVANCED</p> <p>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> <p>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> <p>WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

Standard 10: Hospitality, Tourism, and Recreation

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES		CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
10.3 Apply concepts of quality service to assure customer satisfaction.	10.3.1	Apply industry standards for service methods that meet expectations of guests or customers.	<p>INTERMEDIATE RST.9-10.5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., <i>force, friction, reaction force, energy</i>).</p> <p>RST.9-10.6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.</p> <p>WHST.9-10.1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>For WHST.9-10.1.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>ADVANCED RST.11-12.5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <p>RST.11-12.6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.</p>
	10.3.2	Analyze the relationship between employee attitude, appearance, and actions and guest or customer satisfaction.	
	10.3.3	Apply a system to evaluate and resolve employee, employer, guest, or customer complaints.	
	10.3.4	Analyze effects of customer relations on success of the hospitality, tourism, and or recreation industry.	
	10.3.5	Analyze effects of customer relations on meeting the hospitality, tourism, and recreation needs of special populations.	

Standard 10: Hospitality, Tourism, and Recreation

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>ADVANCED 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>WHST.11-12.1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>For WHST.11-12.1.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p>

Standard 10: Hospitality, Tourism, and Recreation

10.0 Comprehensive Standard: Synthesize knowledge, skills and practices required for careers in hospitality, tourism, and recreation.

NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES		CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
10.4 Demonstrate practices and skills involved in lodging occupations.	10.4.1	Demonstrate front desk, office, and customer service skills.	<p>INTERMEDIATE</p> <p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>For SL.9-10.1. a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p>
	10.4.2	Perform cash handling, accounting, and financial transactions.	
	10.4.3	Manage convention, meeting, and banquet support functions.	
	10.4.4	Apply basic food preparation and services skills in catering operations.	
	10.4.5	Manage use, care, storage, maintenance, and safe operations of equipment, tools, and supplies.	
	10.4.6	Apply facility management, maintenance, and service skills to lodging operations.	
	10.4.7	Apply time and work management skills to facility service tasks.	
	10.4.8	Analyze sales and marketing functions in lodging operations.	

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		<p>INTERMEDIATE</p> <p>WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>ADVANCED</p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p>

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		<p>ADVANCED For SL.11-12.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>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>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>

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		<p>ADVANCED</p> <p>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> <p>WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES		CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
10.5 Demonstrate practices and skills for travel related services.	10.5.1	Examine geography, climate, sites, and time zones of various regions and countries.	<p>INTERMEDIATE</p> <p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>For SL.9-10.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org pdf).</p> <p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p>WHST.9-10.7. 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>
	10.5.2	Examine lodging, tourism, and recreation customs of various regions and countries.	
	10.5.3	Apply knowledge of food, beverage, and etiquette of various regions and countries to decisions about lodging, tourism, and recreation.	
	10.5.4	Assemble information needed for domestic and international travel.	
	10.5.5	Produce travel documents and itineraries, utilizing current technology.	
	10.5.6	Monitor travel arrangements using computerized systems.	

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		<p>INTERMEDIATE</p> <p>WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>For SL.11-12.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf.</p>

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		<p>ADVANCED</p> <p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>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>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> <p>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>

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		<p>ADVANCED WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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10.0 Comprehensive Standard: Synthesize knowledge, skills and practices required for careers in hospitality, tourism, and recreation.

NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES		CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
10.6 Demonstrate management of recreation, leisure, and other programs and events.	10.6.1	Coordinate client inquiries and requests.	<p>INTERMEDIATE</p> <p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>For SL.9-10.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org (pdf).</p> <p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p>WHST.9-10.7. 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>
	10.6.2	Design themes, time lines, budgets, agendas, and itineraries.	
	10.6.3	Organize locations, facilities, suppliers, and vendors for specific services.	
	10.6.4	Prepare for distribution of event materials.	
	10.6.5	Demonstrate skills related to promoting and publicizing events.	
	10.6.6	Manage programs and events for specific age groups or diverse populations.	
	10.6.7	Promote wellness through recreation and leisure programs and events.	

Standard 10: Hospitality, Tourism, and Recreation

10.0 Comprehensive Standard: Synthesize knowledge, skills and practices required for careers in hospitality, tourism, and recreation.

NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>INTERMEDIATE</p> <p>WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.9-10.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>ADVANCED</p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p>

Standard 10: Hospitality, Tourism, and Recreation

10.0 Comprehensive Standard: Synthesize knowledge, skills and practices required for careers in hospitality, tourism, and recreation.

NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>ADVANCED For SL.11-12.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>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>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>

Standard 10: Hospitality, Tourism, and Recreation

10.0 Comprehensive Standard: Synthesize knowledge, skills and practices required for careers in hospitality, tourism, and recreation.

NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>ADVANCED</p> <p>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> <p>WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

Standard 11: Housing and Interior Design

11.0 Comprehensive Standard: Integrate knowledge, skills, and practices required for careers in housing and interior design.

NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES		CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
11.1 Analyze career paths within the housing, interior design, and furnishings industries.	11.1.1	Explain the roles and functions of individuals engaged in housing and interior design careers	<p>BEGINNING RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>SL.6-8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6-8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>For SL.6-8.1. a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf.</p> <p>SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>
	11.1.2	Analyze career paths and opportunities for employment and entrepreneurial endeavors.	
	11.1.3	Summarize education, training, and credentialing requirements and opportunities for career paths in housing and interior design.	
	11.1.4	Analyze the impact of housing and interior design careers on local, state, national, and global economies.	
	11.1.5	Create an employment portfolio for use with applying for internships and work-based learning opportunities in housing and interior design careers.	
	11.1.6	Analyze the role of professional organizations in housing and interior design professions.	
	11.1.7.	Analyze the attitudes, traits, and values of professional responsibility, accountability and effectiveness required for careers in housing and interior design.	

Standard 11: Housing and Interior Design

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>BEGINNING</p> <p>SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>L.6-8.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6-8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>For L.6-8.4.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf.</p> <p>L.6-8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>INTERMEDIATE</p> <p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p>

Standard 11: Housing and Interior Design

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>INTERMEDIATE For SL.9-10.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>WHST.9-10.1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>For WHST.9-10.1.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p>

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>INTERMEDIATE</p> <p>WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>For WHST.9-10.2.a-f, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org).</p> <p>WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>

Standard 11: Housing and Interior Design

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>INTERMEDIATE</p> <p>WHST.9-10.7. 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> <p>WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>ADVANCED</p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>For SL.11-12.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf.</p>

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>ADVANCED</p> <p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>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> <p>SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>ADVANCED</p> <p>WHST.11-12.1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>For WHST.11-12.1.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf ideas.</p> <p>WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>For WHST.11-12.2.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf ideas.</p> <p>WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>ADVANCED</p> <p>WHST.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>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> <p>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>

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES		CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
11.2 Evaluate housing and design concepts and theories, including green design, in relation to available resources and options.	11.2.1	Evaluate the use of elements and principles of design in housing and commercial and residential interiors.	<p>BEGINNING RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i>.</p> <p>RST.6-8.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p> <p>RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.</p> <p>WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
	11.2.2	Analyze the psychological impact that the principles and elements of design have on the individual.	
	11.2.3	Analyze the effects that the principles and elements of design have on aesthetics and function	
	11.2.4	Apply principles of human behavior such as ergonomics and anthropometrics to design of housing, interiors, and furnishings.	

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>BEGINNING</p> <p>SL.6-8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 6-8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>For SL. 6-8.1 a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>BEGINNING</p> <p>L.6-8.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6-8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>For L.6-8.4.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>L.6-8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>For L.6-8.5.a-c, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>L.-6-8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>INTERMEDIATE</p> <p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>For SL.9-10.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>

Standard 11: Housing and Interior Design

11.0 Comprehensive Standard: Integrate knowledge, skills, and practices required for careers in housing and interior design.

NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>INTERMEDIATE</p> <p>RST.9-10.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p>RST.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.</p> <p>RST.9-10.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p> <p>WHST.9-10.1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>For WHST.11-12.1.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p>

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		<p>INTERMEDIATE WHST.9-10.2.d. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p>WHST.9-10.7. 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> <p>WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>INTERMEDIATE</p> <p>WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.9-10.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>ADVANCED</p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>For SL.11-12.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>ADVANCED</p> <p>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> <p>SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>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>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>

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		<p>ADVANCED 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>WHST.11-12.1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>For WHST.11-12.1.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.11-12.2.d. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p>

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>ADVANCED 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. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>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> <p>WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.</p>

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		<p>ADVANCED WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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<p>11.3 Apply housing and interior design knowledge, skills and processes to meet specific design needs</p>	11.3.1	Analyze product information, including but not limited to floor coverings, wall coverings, textiles, window treatments, furniture, lighting fixtures, kitchen and bath fixtures and equipment.	<p>BEGINNING RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p> <p>SL.6-8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p>For SL.6-8.1. a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org.pdf).</p> <p>L.6-8.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>For L.6-8.4. a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org.pdf).</p> <p>L.6-8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
	11.3.2	Evaluate manufacturers, products, and materials considering environmental protection, care and maintenance, and safety issues.	
	11.3.3	Demonstrate measuring, estimating, ordering, purchasing, pricing, and repurposing skills.	
	11.3.4	Appraise various interior furnishings, fixtures, appliances, and equipment to provide cost and quality choices for clients.	
	11.3.5.	Examine the impact of housing, interiors, and furnishings on the health, safety, and welfare of the public.	
	11.3.6.	Demonstrate design processes such as determining the scope of the project, programming, research, concept development, proposal, schematic design, design drawing, and design presentation development.	

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		<p>INTERMEDIATE</p> <p>SL.9-10.1.a. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>For SL.9-10.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>

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		<p>INTERMEDIATE</p> <p>RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p>RST.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.</p> <p>RST.9-10.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p> <p>WHST.9-10.1.a. Write arguments focused on <i>discipline-specific content</i>.</p> <p>For WHST.9-10.1.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.9-10.2.d. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p>

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		<p>INTERMEDIATE Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p>WHST.9-10.7. 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> <p>WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.9-10.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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		<p>ADVANCED</p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>For SL.11-12.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org (pdf).</p> <p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>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>

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		<p>ADVANCED</p> <p>SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>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>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>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>WHST.11-12.1. Write arguments focused on <i>discipline-specific content</i>.</p>

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		<p>ADVANCED For WHST.11-12.1.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.11-12.2.d. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>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>

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		<p>ADVANCED</p> <p>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> <p>WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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11.4 Demonstrate design, construction document reading, and space planning skills required for the housing, interior design and furnishings industries.	11.4.1	Interpret information provided on construction documents.	<p>BEGINNING RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i>.</p> <p>RST.6-8.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.</p> <p>RST.6-8.7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p> <p>RST.6-8.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p> <p>RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.</p>
	11.4.2	Evaluate floor plans for efficiency and safety in areas including but not limited to zones, traffic patterns, storage, and electrical; and mechanical systems.	
	11.4.3	Draft an interior space to scale using architecture symbols.	
	11.4.4	Arrange furniture placement with reference to principles of design, traffic flow, activity, and existing architectural features.	
	11.4.5.	Apply building codes, universal guidelines, and regulations in space planning and furniture arrangement.	
	11.4.6.	Demonstrate graphic communication skills (CAD, PowerPoint, sketching).	

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		<p>BEGINNING</p> <p>WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p>WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>WHST.6-8.9. Draw evidence from informational texts to support analysis reflection, and research.</p>

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		<p>BEGINNING</p> <p>SL.6-8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p>For SL.6-8.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>

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		<p>BEGINNING</p> <p>SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>

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		<p>BEGINNING</p> <p>SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>L.6-8.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6-8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>For L.6-8.4.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>L.6-8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>For L.6-8.5.a-c, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>L.6-8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

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		<p>INTERMEDIATE</p> <p>RST.9-10.1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p> <p>RST.9-10.2. Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p> <p>RST.9-10.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</p> <p>RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 9–10 texts and topics</i>.</p> <p>RST.9-10.5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., <i>force, friction, reaction force, energy</i>).</p>

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		<p>INTERMEDIATE</p> <p>RST.9-10.6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.</p> <p>RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p>RST.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.</p> <p>ADVANCED</p> <p>RST.11-12.1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>RST.11-12.2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p>

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		<p>ADVANCED</p> <p>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>RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11–12 texts and topics</i>.</p> <p>RST.11-12.5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <p>RST.11-12.6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.</p> <p>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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<p>11.5</p> <p>Analyze design and development of architecture, interiors, and furnishings through the ages.</p>	11.5.1	Describe features of furnishings that are characteristic of various historical periods.	<p>INTERMEDIATE WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>For WHST.9-10.2.a-f, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>WHST.9-10.7. 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> <p>WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>
	11.5.2	Explain societal and technological trends on periods of architecture and interior design through the ages.	
	11.5.3	Illustrate the development of architectural styles throughout history.	
	11.5.4	Compare and contrast historical architectural details to current housing and interior design trends.	
	11.5.5	Analyze future design and development trends in architecture, interiors, and furnishings.	

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		<p>ADVANCED WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>For WHST.11-12.2.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p>WHST.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>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>

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11.6 Evaluate client's needs, goals, and resources in creating design plans for housing and residential and commercial interiors.	11.6.1	Assess financial resources needed to improve interior space.	<p>INTERMEDIATE</p> <p>SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p>
	11.6.2	Assess client's community, family, and financial resources needed to achieve housing and interior design goals.	
	11.6.3	Assess a variety of available resources for housing and interior design, including ergonomic and anthropometric data.	
	11.6.4	Critique design plans to address client's needs, goals and resources.	
	11.6.5.	Justify design solutions relative to client needs, including diversity and cultural needs, and the design process.	

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		<p>INTERMEDIATE</p> <p>RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.</p> <p>RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.</p>

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		<p>ADVANCED</p> <p>SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>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> <p>RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11-12.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p>

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		<p>ADVANCED</p> <p>RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>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> <p>WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.</p>

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<p>11.7 Apply design knowledge, skills, processes, and theories and oral, written, and visual presentation skills to communicate design ideas.</p>	11.7.1	Select appropriate studio tools.	<p>INTERMEDIATE SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 9–10 texts and topics</i>.</p>
	11.7.2	Prepare sketches, elevations, and renderings using appropriate media.	
	11.7.3	Prepare visual presentations including legends, keys, and schedules.	
	11.7.4	Utilize a variety of presentation media such as photography, video, computer, and software for client presentations.	
	11.7.5.	Utilize applicable building codes, universal guidelines, and regulations in space planning	
	11.7.6.	Create floor plans using architectural drafting skills and computer aided design software.	

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		<p>INTERMEDIATE</p> <p>RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p>RST.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.</p> <p>RST.9-10.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p> <p>WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>ADVANCED</p> <p>SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>

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		<p>ADVANCED</p> <p>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> <p>SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11–12 texts and topics</i>.</p> <p>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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		<p>ADVANCED</p> <p>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>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>WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES		CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
11.8 Analyze professional practices, procedures for business profitability and career success, and the role of ethics in the housing, interiors and furnishings industries.	11.8.1	Examine legislation, regulations, and public policy that affect residential and commercial interior design as well as the housing and furnishings industries.	<p>INTERMEDIATE SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p>
	11.8.2	Analyze personal and employer responsibilities and liabilities regarding industry related safety, security, and environmental factors.	
	11.8.3	Describe security and inventory control strategies, laws and regulations, and worksite policies and procedures that affect loss prevention and profit.	
	11.8.4	Demonstrate procedures for reporting and handling accidents, safety, and security incidents.	
	11.8.5.	Apply procedures for maintaining inventory control and loss prevention, including cash and credit transactions.	
	11.8.6.	Analyze operational costs such as mark ups, mark downs, cash flow, and other factors affecting profit.	
	11.8.7.	Demonstrate knowledge of the arts, of various resources, and of cultural impact upon design industries.	
	11.8.8.	Demonstrate knowledge of multi-disciplinary collaborations and consensus building skills needed in practice.	

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		<p>INTERMEDIATE</p> <p>RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.</p> <p>RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>ADVANCED</p> <p>SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>

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		<p>ADVANCED</p> <p>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> <p>RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11-12.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>

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		<p>ADVANCED</p> <p>RH.11-12.8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>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> <p>WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.</p>

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<p>11.9 Develop a global view to weigh design decisions with the parameters of ecological, socioeconomic, and cultural contexts within</p>		<p>INTERMEDIATE</p> <p>SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p>

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		<p>INTERMEDIATE</p> <p>RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.</p> <p>RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.</p>

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		<p>ADVANCED</p> <p>SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>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> <p>RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11-12.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p>

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		<p>ADVANCED</p> <p>RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>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> <p>WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.</p>

Standard 12: Human Development

12.0 Comprehensive Standard: Analyze factors that influence human growth and development.

NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES		CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
<p>12.1 Analyze principles of human growth and development across the life span.</p>	12.1.1	Analyze physical, emotional, social, spiritual, and intellectual development.	<p>BEGINNING RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i>.</p> <p>RST.6-8.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p> <p>RST.6-8.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p> <p>RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.</p> <p>WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p>
	12.1.2	Analyze interrelationships among physical, emotional, social, and intellectual aspects of human growth and development.	
	12.1.3	Analyze current and emerging research about human growth and development, including research on brain development.	

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		<p>BEGINNING</p> <p>WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p>WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>

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		<p>BEGINNING</p> <p>WHST.6-8.9. Draw evidence from informational texts to support analysis reflection, and research</p> <p>WHST.6-8.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.6-8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grades 6-8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>For SL.6-8.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf.</p> <p>SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>

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			<p>BEGINNING</p> <p>SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>SL.6.3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>SL.7.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>SL.8.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p>SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>

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		<p>BEGINNING</p> <p>SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>SL.6-8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 6-8 Language standards 1 and 3 on page 52 for specific expectations.)</p>

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			<p>BEGINNING</p> <p>L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>For L.6.1.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>For L.7.1.a-c, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>For L.8.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>L.6-7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>

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		<p>BEGINNING For L.6-7.2.a-b, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org.pdf).</p> <p>L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>For L.8.2.a-b, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org.pdf).</p> <p>L.6-8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.6-8.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 6-8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>For L.6-8.4.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org.pdf).</p> <p>L.6-8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>

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		<p>BEGINNING For L.6-8.5.a-c, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>L.6-8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>INTERMEDIATE RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p>RST.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.</p> <p>RST.9-10.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p>

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			<p>INTERMEDIATE</p> <p>WHST.9-10.1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>For WHST.9-10.1.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>For WHST.9-10.2.a-f, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>

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		<p>INTERMEDIATE</p> <p>WHST.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>WHST.9-10.7. 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> <p>WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>ADVANCED</p> <p>RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>

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			<p>ADVANCED RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>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>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>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>WHST.11-12.1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>For WHST.11-12.2. a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p>

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			<p>ADVANCED WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>For WHST.11-12.2.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>

Standard 12: Human Development

12.0 Comprehensive Standard: Analyze factors that influence human growth and development.

NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES		CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
			<p>ADVANCED 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> <p>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>

Standard 12: Human Development

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES		CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
12.2 Analyze conditions that influence human growth and development.	12.2.1	Analyze the effect of heredity and environment on human growth and development.	<p>BEGINNING RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i>.</p> <p>RST.6-8.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p> <p>RST.6-8.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p> <p>RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently</p> <p>WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
	12.2.2	Analyze the impact of social, economic, and technological forces on individual growth and development.	
	12.2.3	Analyze the effects of gender, ethnicity, and culture on individual development.	
	12.2.4	Analyze the effects of life events on individuals' physical, intellectual, social, moral, and emotional development.	
	12.2.5	Analyze geographic, political, and global influences on human growth and development.	

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12.0 Comprehensive Standard: Analyze factors that influence human growth and development.

NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>BEGINNING</p> <p>SL.6-8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grades 6-8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>For SL.6-8.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org.pdf).</p> <p>L.6-8.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 6-8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>For L.6-8.4.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org.pdf).</p> <p>L.6-8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>For L.6-8.5.a-c, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org.pdf).</p>

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>BEGINNING L.6-8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>INTERMEDIATE RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p>RST.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.</p> <p>RST.9-10.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p> <p>WHST.9-10.1. Write arguments focused on <i>discipline-specific content</i>.</p>

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		<p>INTERMEDIATE For WHST.9-10.1.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org.pdf).</p> <p>WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>For WHST.9-10.2.a-f, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org.pdf).</p> <p>WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>INTERMEDIATE WHST.9-10.7. 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> <p>WHST.9-10.8. Gather relative information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>ADVANCED RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>ADVANCED</p> <p>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>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>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>WHST.11-12.1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>For WHST.11-12.1.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p>

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			<p>ADVANCED For WHST.11-12.2.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>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>

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES		CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
			<p>ADVANCED 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>

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES		CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
<p>12.3 Analyze strategies that promote growth and development across the life span.</p>	12.3.1	Analyze the role of nurturance on human growth and development.	<p>BEGINNING RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i>.</p> <p>RST.6-8.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p> <p>RST.6-8.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p> <p>RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.</p> <p>WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
	12.3.2	Analyze the role of communication on human growth and development.	
	12.3.3	Analyze the role of family and social services support systems in meeting human growth and development needs.	

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES		CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
			<p>BEGINNING</p> <p>SL.6-8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grades 6-8 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p>For SL.9-10.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org.pdf).</p> <p>L.6-8.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 6-8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>For L.6-8.4.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org.pdf).</p> <p>L.6-8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>For L.6-8.5.a-c, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org.pdf).</p>

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		<p>BEGINNING L.6-8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>INTERMEDIATE RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p>RST.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.</p> <p>RST.9-10.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p> <p>WHST.9-10.1. Write arguments focused on <i>discipline-specific content</i>.</p>

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		<p>INTERMEDIATE For WHST.9-10.1.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>For WHST.9-10.2.a-f, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>INTERMEDIATE WHST.9-10.7. 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> <p>WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>ADVANCED RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>ADVANCED</p> <p>WHST.11-12.1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>For WHST.11-12.1.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>For WHST.11-12.2.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>

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		<p>ADVANCED</p> <p>WHST.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>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> <p>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>

Standard 13: Interpersonal Relationships

13.0 Comprehensive Standard: Demonstrate respectful and caring relationships in the family, workplace and community.

NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES		CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
13.1 Analyze functions and expectations of various types of relationships	13.1.1	Analyze processes for building and maintaining interpersonal relationships.	<p>BEGINNING RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i>.</p> <p>RST.6-8.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p> <p>RST.6-8.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p> <p>RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.</p> <p>WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
	13.1.2	Predict the effects of various stages of the family life cycle on interpersonal relationships.	
	13.1.3	Compare physical, emotional, spiritual and intellectual functioning in stable and unstable relationships.	
	13.1.4	Analyze factors that contribute to healthy and unhealthy relationships.	
	13.1.5	Analyze processes for handling unhealthy relationships.	
	13.1.6	Demonstrate stress management strategies for family, work, and community settings.	

Standard 13: Interpersonal Relationships

13.0 Comprehensive Standard: Demonstrate respectful and caring relationships in the family, workplace and community.

NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>BEGINNING</p> <p>SL.6-8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6-8 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p>For SL.9-10.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>L.6-8.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6-8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>For L.6-8.4.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>L.6-8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>For L.6-8.5.a-c, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p>

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		<p>BEGINNING</p> <p>L.6-8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>INTERMEDIATE</p> <p>RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p>RST.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.</p> <p>RST.9-10.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p> <p>WHST.9-10.1. Write arguments focused on <i>discipline-specific content</i>.</p>

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		<p>INTERMEDIATE For WHST.9-10.1.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>For WHST.9-10.2.a-f, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>INTERMEDIATE</p> <p>WHST.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>WHST.9-10.7. 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> <p>WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>ADVANCED RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>WHST.11-12.1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>For WHST.11-12.1.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>For WHST.11-12.2.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>ADVANCED</p> <p>WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>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> <p>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>

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES		CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
13.2 Analyze personal needs and characteristics and their effects on interpersonal relationships.	13.2.1	Analyze the effects of personal characteristics on relationships.	<p>BEGINNING RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i>.</p> <p>RST.6-8.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p> <p>RST.6-8.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p> <p>RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.</p> <p>WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
	13.2.2	Analyze the effect of personal need on relationships.	
	13.2.3	Analyze the effects of self-esteem and self-image on relationships.	
	13.2.4	Analyze the effects of life span events and conditions on relationships.	
	13.2.5	Explain the effects of personal standards and behaviors on interpersonal relationships.	

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		<p>BEGINNING</p> <p>SL.6-8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6-8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>For SL.6-8.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org.pdf).</p> <p>L.6-8.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6-8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>For L.6-8.4.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org.pdf).</p> <p>L.6-8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>For L.6-8.5.a-c, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org.pdf).</p>

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		<p>BEGINNING</p> <p>L.6-8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>INTERMEDIATE</p> <p>RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p>RST.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.</p> <p>RST.9-10.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p> <p>WHST.9-10.1. Write arguments focused on <i>discipline-specific content</i>.</p>

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		<p>INTERMEDIATE For WHST.9-10.1.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>For WHST.9-10.2.a-f, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>

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		<p>INTERMEDIATE</p> <p>WHST.9-10.7. 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> <p>WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>

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		<p>ADVANCED</p> <p>WHST.11-12.1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>For WHST.11-12.1.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>For WHST.11-12.2.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>

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		<p>ADVANCED</p> <p>WHST.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>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> <p>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>

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13.3 Demonstrate communication skills that contribute to positive relationships.	13.3.1	Analyze communication styles and their effects on relationships.	<p>BEGINNING</p> <p>RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i>.</p> <p>RST.6-8.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p> <p>RST.6-8.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p> <p>RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.</p> <p>WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
	13.3.2	Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.	
	13.3.3	Demonstrate effective listening and feedback techniques.	
	13.3.4	Analyze strategies to overcome communication barriers in family, community and work settings.	
	13.3.5	Apply ethical principles of communication in family, community and work settings.	
	13.3.6	Analyze the effects of communication technology in family, work, and community settings.	
	13.3.7	Analyze the roles and functions of communication in family, work, and community settings.	

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		<p>BEGINNING</p> <p>SL.6-8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6-8 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p>For SL.6-8.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>L.6-8.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6-8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>For L.6-8.4.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>L.6-8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>For L.6-8.5.a-c, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p>

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		<p>BEGINNING</p> <p>L.6-8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>INTERMEDIATE</p> <p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>For SL.9-10.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>

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		<p>INTERMEDIATE</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>ADVANCED</p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>For SL.11-12.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf.</p> <p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>

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		<p>ADVANCED</p> <p>SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>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> <p>SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>

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13.4 Evaluate effective conflict prevention and management techniques.	13.4.1	Analyze the origin and development of attitudes and behaviors regarding conflict.	<p>BEGINNING</p> <p>RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i>.</p> <p>RST.6-8.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p> <p>RST.6-8.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p> <p>RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.</p> <p>WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
	13.4.2	Explain how similarities and differences among people affect conflict prevention and management.	
	13.4.3	Apply the roles of decision making and problem solving in reducing and managing conflict.	
	13.4.4	Demonstrate nonviolent strategies that address conflict.	
	13.4.5	Demonstrate effective responses to harassment.	
	13.4.6	Assess community resources that support conflict prevention and management.	

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		<p>BEGINNING</p> <p>SL.6-8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6-8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>For SL.6-8.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org.pdf.</p> <p>L.6-8.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6-8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>For L.6-8.4.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org.pdf.</p> <p>L.6-8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>For L.6-8.5.a-c, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org.pdf.</p>

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		<p>BEGINNING L.6-8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>INTERMEDIATE SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>For SL.9-10.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org.</p> <p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>

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		<p>INTERMEDIATE</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>ADVANCED</p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>For SL.11-12.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org .pdf).</p>

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		<p>ADVANCED</p> <p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>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> <p>SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>

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13.5 Demonstrate teamwork and leadership skills in the family, workplace, and community.	13.5.1	Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.	<p>BEGINNING WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>SL.6-8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6-8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>For SL.6-8.1. a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf.</p> <p>L.6-8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>INTERMEDIATE SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p>
	13.5.2	Demonstrate strategies to motivate, encourage, and build trust in group members.	
	13.5.3	Demonstrate strategies that utilize the strengths and minimize the limitations of team members.	
	13.5.4	Demonstrate techniques that develop team and community spirit.	
	13.5.5	Demonstrate ways to organize and delegate responsibilities.	
	13.5.6	Create strategies to integrate new members into the team.	
	13.5.7	Demonstrate processes for cooperating, compromising, and collaborating.	

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		<p>INTERMEDIATE For SL.9-10.1. a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>

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		<p>ADVANCED</p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>For SL.11-12.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org pdf).</p> <p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>

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		<p>ADVANCED 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> <p>SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>

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13.6 Demonstrate standards that guide behavior in interpersonal relationships.	13.6.1	Apply critical thinking and ethical criteria to evaluate interpersonal relationships.	<p>INTERMEDIATE</p> <p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>For SL.9-10.1. a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>
	13.6.2	Apply guidelines for assessing the nature of issues and situations.	
	13.6.3	Apply critical thinking and ethical standards when making judgments and taking action.	
	13.6.4	Demonstrate ethical behavior in family, workplace, and community settings.	
	13.6.5	Compare the relative merits of opposing points of view regarding current ethical issues.	

Standard 13: Interpersonal Relationships

13.0 Comprehensive Standard: Demonstrate respectful and caring relationships in the family, workplace and community.

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		<p>INTERMEDIATE</p> <p>SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>WHST.9-10.7. 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> <p>WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.</p>

Standard 13: Interpersonal Relationships

13.0 Comprehensive Standard: Demonstrate respectful and caring relationships in the family, workplace and community.

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		<p>ADVANCED</p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>For SL.11-12.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org pdf).</p> <p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>

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		<p>ADVANCED</p> <p>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> <p>SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>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>

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		<p>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> <p>WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.</p>

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14.0 Comprehensive Standard: Demonstrate nutrition and wellness practices that enhance individual and family well being.

NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES		CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
<p>14.1 Analyze factors that influence nutrition and wellness practices across the life span.</p>	14.1.1	Explain physical, emotional, social, psychological, and spiritual components of individual and family wellness.	<p>BEGINNING RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i>.</p> <p>RST.6-8.6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</p> <p>RST.6-8.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p> <p>RST.6-8.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p> <p>RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.</p> <p>WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p>
	14.1.2	Analyze the effects of psychological, cultural, and social influences on food choices and other nutrition practices.	
	14.1.3	Analyze the governmental, economic, and technological influences on food choices and practices.	
	14.1.4	Analyze the effects of global and local events and conditions on food choices and practices	
	14.1.5	Analyze legislation and regulations related to nutrition and wellness.	

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		<p>BEGINNING</p> <p>WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed</p> <p>WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p>WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>

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		<p>BEGINNING</p> <p>WHST.6-8.9. Draw evidence from informational texts to support analysis reflection, and research</p> <p>WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.6-8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p>For SL.6-8.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>

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			<p>BEGINNING</p> <p>SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>SL.6.3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>SL.7.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>SL.8.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p>SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>

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		<p>BEGINNING</p> <p>SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>For L.6-8.1.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org.pdf.</p>

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		<p>BEGINNING</p> <p>L.7.1. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>For L.7.1.a-c, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>L.8.1. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>For L.8.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>For L.6.3.a-b, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>L.7-8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>

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		<p>BEGINNING For L.7-8.3.a, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>L.6-8.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 6-8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>For L.6-8.4.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>L.6-8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>For L.6-8.5.a-c, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>L.6-8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

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		<p>INTERMEDIATE</p> <p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>For SL.9-10.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf.</p> <p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>

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		<p>INTERMEDIATE</p> <p>RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p>RST.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.</p> <p>RST.9-10.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p> <p>WHST.9-10.1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>For WHST.9-10.1.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.9-10.2.d. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p>

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		<p>INTERMEDIATE Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p>WHST.9-10.7. 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> <p>WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.9-10.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES		CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
			<p>ADVANCED</p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>For SL.11-12.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>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> <p>SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>

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		<p>ADVANCED</p> <p>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>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>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>WHST.11-12.1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>For WHST.11-12.1.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.11-12.2.d. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p>

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		<p>ADVANCED Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>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> <p>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> <p>WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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<p>14.2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span</p>	14.2.1	Analyze the effect of nutrients on health, appearance, and peak performance.	<p>BEGINNING RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i>.</p> <p>RST.6-8.6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</p> <p>RST.6-8.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p> <p>RST.6-8.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p> <p>RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.</p> <p>WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p>
	14.2.2	Analyze the relationship of nutrition and wellness to individual and family health throughout the life span.	
	14.2.3	Analyze the effects of food and diet fads, food addictions, and eating disorders on wellness.	
	14.2.4	Analyze sources of food and nutrition information, including food labels, related to health and wellness.	

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		<p>BEGINNING</p> <p>WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed</p> <p>WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p>WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>WHST.6-8.9. Draw evidence from informational texts to support analysis reflection, and research.</p> <p>WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>

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		<p>BEGINNING WHST.6-8.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.6-8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>For SL.6-8.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf.</p> <p>SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>

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		<p>BEGINNING</p> <p>SL.6.3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>SL.7.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>SL.8.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p>SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>

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		<p>BEGINNING</p> <p>SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>SL.6-8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6, 7 and 8 Language standards 1 and 3 on page 52 for specific expectations.)</p> <p>L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>For L.6.1.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org.pdf.</p>

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		<p>BEGINNING</p> <p>L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>For L.7.1.a-c, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf.</p> <p>L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>For L.6.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf.</p> <p>L.6-7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>For L.6-7.2.a-b, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf.</p> <p>L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>

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		<p>BEGINNING For L.8.2.a-c, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org.pdf).</p> <p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>For L.6.3.a-b, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org.pdf).</p> <p>L.7-8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>For L.7-8.3.a, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org.pdf).</p> <p>L.6-8.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 6-8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>For L.6-8.4.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org.pdf).</p>

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			<p>BEGINNING</p> <p>L.6-8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>For L.6-8.5.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf.</p> <p>L.6-8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>INTERMEDIATE</p> <p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>For SL.9-10.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf.</p> <p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>

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		<p>INTERMEDIATE</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p>RST.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.</p> <p>RST.9-10.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p>

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		<p>WHST.9-10.1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>For WHST.9-10.1.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.9-10.2.d. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p>WHST.9-10.7. 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> <p>WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>

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		<p>INTERMEDIATE</p> <p>WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.9-10.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>ADVANCED</p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>For SL.11-12.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>

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		<p>ADVANCED</p> <p>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> <p>SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>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>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>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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		<p>ADVANCED</p> <p>WHST.11-12.1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>For WHST.11-12.1.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.11-12.2.d. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>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>

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			<p>ADVANCED</p> <p>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> <p>WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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<p>14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.</p>	14.3.1	Apply various dietary guidelines in planning to meet nutrition and wellness needs.	<p>BEGINNING RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p> <p>RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i>.</p> <p>RST.6-8.7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p> <p>RST.6-8.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p> <p>RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.</p>
	14.3.2	Design strategies that meet the health and nutrition requirements of individuals and families with special needs.	
	14.3.3	Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.	

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		<p>BEGINNING</p> <p>WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p>WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>

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		<p>BEGINNING</p> <p>WHST.6-8.9. Draw evidence from informational texts to support analysis reflection, and research.</p> <p>WHST.6-8.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.6-8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p>For SL.6-8.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf.</p> <p>SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>

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		<p>BEGINNING</p> <p>SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>SL.6.3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>SL.7.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>SL.8.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p>SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>

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		<p>BEGINNING</p> <p>SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>SL.6-8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6, 7 and 8 Language standards 1 and 3 on page 52 for specific expectations.)</p> <p>L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>

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		<p>BEGINNING For L.6.1.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org.pdf).</p> <p>L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>For L.7.1.a-c, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org.pdf).</p> <p>L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>For L.8.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org.pdf).</p> <p>L.6-7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>For L.6-7.2.a-b, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org.pdf).</p>

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		<p>BEGINNING</p> <p>L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>For L.8.2.a-c, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf.</p> <p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>For L.6.3.a-b, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf.</p> <p>L.7-8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>For L.7-8.3.a, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf.</p> <p>L.6-8.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 6-8 reading and content</i>, choosing flexibly from a range of strategies.</p>

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		<p>BEGINNING</p> <p>For L.6-8.4.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org.pdf).</p> <p>L.6-8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>For L.6-8.5.a-c, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org.pdf).</p> <p>L.6-8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>INTERMEDIATE</p> <p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>For SL.9-10.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org.pdf).</p>

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		<p>INTERMEDIATE</p> <p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p>RST.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.</p>

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		<p>INTERMEDIATE</p> <p>RST.9-10.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p> <p>WHST.9-10.1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>For WHST.9-10.1.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.9-10.2.d. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p>WHST.9-10.7. 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>

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		<p>INTERMEDIATE</p> <p>WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.9-10.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>ADVANCED</p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>For SL.11-12.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p>

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		<p>ADVANCED</p> <p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>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> <p>SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>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>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>

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		<p>ADVANCED 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>WHST.11-12.1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>For WHST.11-12.1.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.11-12.2.d. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>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>

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			<p>ADVANCED</p> <p>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> <p>WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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<p>14.4 Evaluate factors that affect food safety from production through consumption.</p>	14.4.1	Analyze conditions and practices that promote safe food handling.	<p>BEGINNING RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i>.</p> <p>RST.6-8.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p> <p>RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.</p> <p>WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>SL.6-8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p>For SL.6-8.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf.</p>
	14.4.2	Analyze safety and sanitation practices throughout the food chain.	
	14.4.3	Analyze how changes in national and international food production and distribution systems influence the food supply.	
	14.4.4	Analyze federal, state, and local inspection and labeling systems that protect the health of individuals and the public.	
	14.4.5	Analyze food borne illness factors, including causes, foods at risk, and methods of prevention commercially and by individuals and families.	
	14.4.6	Analyze public dialogue about food safety and sanitation.	

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		<p>BEGINNING</p> <p>SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>L.6-8.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 6-8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>For L.6-8.4.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf.</p> <p>L.6-8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

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		<p>INTERMEDIATE</p> <p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>For SL.9-10.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf.</p> <p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>

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		<p>INTERMEDIATE</p> <p>RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p>RST.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.</p> <p>RST.9-10.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p> <p>WHST.9-10.1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>For WHST.9-10.1.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.9-10.2.d. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>

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		<p>INTERMEDIATE Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p>WHST.9-10.7. 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> <p>WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.9-10.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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			<p>ADVANCED</p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>For SL.11-12.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>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> <p>SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>

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		<p>ADVANCED</p> <p>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>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>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>WHST.11-12.1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>For WHST.11-12.1.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.11-12.2.d. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>

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		<p>ADVANCED Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>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> <p>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> <p>WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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<p>14.5 Evaluate the influence of science and technology on food composition, safety, and other issues.</p>	14.5.1	Analyze how scientific and technical advances influence the nutrient content, availability, and safety of foods.	<p>BEGINNING SL.6-8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p>For SL.6-8.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>INTERMEDIATE SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>For SL.9-10.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>
	14.5.2	Analyze how the scientific and technical advances in food processing, storage, product development, and distribution influence nutrition and wellness.	
	14.5.3	Analyze the effects of technological advances on selection, preparation and home storage of food.	
	14.5.4	Analyze the effects of food science and technology on meeting nutritional needs.	

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		<p>INTERMEDIATE</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p>RST.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.</p> <p>RST.9-10.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p> <p>WHST.9-10.1. Write arguments focused on <i>discipline-specific content</i>.</p>

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		<p>INTERMEDIATE For WHST.9-10.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.9-10.2.d. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p>WHST.9-10.7. 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> <p>WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>

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		<p>INTERMEDIATE</p> <p>WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.9-10.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>ADVANCED</p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>For SL.11-12.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf.</p> <p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data</p>

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		<p>ADVANCED</p> <p>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> <p>SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>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>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>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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		<p>ADVANCED</p> <p>WHST.11-12.1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>For WHST.11-12.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.11-12.2.d. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>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>

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		<p>ADVANCED</p> <p>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> <p>WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

Standard 15: Parenting

15.0 Comprehensive Standard: Evaluate the effects of parenting roles and responsibilities on strengthening the well-being of individuals and families.

NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES		CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
15.1 Analyze roles and responsibilities of parenting.	15.1.1	Analyze parenting roles across the life span.	<p>INTERMEDIATE</p> <p>RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p>RST.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.</p> <p>RST.9-10.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p> <p>WHST.9-10.1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>For WHST.9-10.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p>
	15.1.2	Analyze expectations and responsibilities of parenting.	
	15.1.3	Analyze consequences of parenting practices to the individual, family, and society.	
	15.1.4	Analyze societal conditions that influence parenting across the life span.	
	15.1.5	Explain cultural differences in roles and responsibilities of parenting.	

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			<p>INTERMEDIATE For WHST.9-10.a-f, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>WHST.9-10.7. 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>

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			<p>INTERMEDIATE WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>ADVANCED RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>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>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>

Standard 15: Parenting

15.0 Comprehensive Standard: Evaluate the effects of parenting roles and responsibilities on strengthening the well-being of individuals and families.

NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>ADVANCED 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>WHST.11-12.1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>For WHST.11-12.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>For WHST.11-12.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

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			<p>ADVANCED</p> <p>WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>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> <p>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>

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES		CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
<p>15.2 Evaluate parenting practices that maximize human growth and development.</p>	15.2.1	Choose nurturing practices that support human growth and development.	<p>BEGINNING RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i>.</p> <p>RST.6-8.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p> <p>RST.6-8.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p> <p>RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently</p> <p>WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p>
	15.2.2	Apply communication strategies that promote positive self-esteem in family members.	
	15.2.3	Assess common practices and emerging research about discipline on human growth and development.	
	15.2.4	Assess the effects of abuse and neglect on children and families and determine methods for prevention.	
	15.2.5	Apply criteria for selecting care and services for children	

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES		CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
			<p>BEGINNING</p> <p>SL.6-8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6-8 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p>For SL.6-8.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>L.6-8.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 6-8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>For L.6-8.4.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>L.6-8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>For L.6-8.5.a-c, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p>

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		<p>BEGINNING L.6-8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>INTERMEDIATE SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>INTERMEDIATE</p> <p>RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p>RST.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.</p> <p>RST.9-10.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p> <p>WHST.9-10.1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>For WHST.9-10.1.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p>

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES		CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
			<p>INTERMEDIATE For WHST.9-10.2.a-f, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>WHST.9-10.7. 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>

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES		CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
			<p>INTERMEDIATE WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>ADVANCED SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>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>

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>ADVANCED</p> <p>SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>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>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>

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>ADVANCED</p> <p>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>WHST.11-12.1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>For WHST.11-12.1.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>For WHST.11-12.2.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES		CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
			<p>ADVANCED</p> <p>WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>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> <p>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>

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES		CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
15.3 Evaluate external support systems that provide services for parents.	15.3.1	Assess community resources and services available to families.	INTERMEDIATE SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively. For SL.9-10.1. a-d , see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf). SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
	15.3.2	Appraise community resources that provide opportunities related to parenting.	
	15.3.3	Summarize current laws and policies related to parenting.	

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES		CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
			<p>INTERMEDIATE</p> <p>SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>WHST.9-10.7. 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> <p>WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>ADVANCED</p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p>

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>ADVANCED For SL.11-12.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>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> <p>SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>

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		<p>ADVANCED</p> <p>RST.11-12.6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.</p> <p>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>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> <p>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> <p>WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.</p>

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES		CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
<p>15.4 Analyze physical and emotional factors related to beginning the parenting process.</p>	15.4.1	Analyze biological processes related to prenatal development, birth, and health of child and mother.	<p>INTERMEDIATE RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p>RST.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.</p> <p>RST.9-10.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p> <p>WHST.9-10.1. Write arguments focused on <i>discipline-specific content</i></p> <p>For WHST.9-10.1.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>
	15.4.2	Analyze the emotional factors of prenatal development and birth in relation to the health of parents and child.	
	15.4.3	Analyze implications of alternatives to biological parenthood.	
	15.4.4	Analyze legal and ethical impacts of current and emerging technology on fertility and family planning.	

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES		CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
			<p>INTERMEDIATE For WHST.9-10.2.a-f, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>WHST.9-10.7. 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>

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES		CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
			<p>INTERMEDIATE WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>ADVANCED RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>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>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>

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>ADVANCED 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>WHST.11-12.1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>For WHST.11-12.1.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>For WHST.11-12.2.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

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NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES		CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
			<p>ADVANCED</p> <p>WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>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> <p>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>

Standard 16: Textiles, Fashion and Apparel

16.0 Comprehensive Standard: Integrate knowledge, skills and practices required for careers in textiles and apparels.

NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES		CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
<p>16.1 Analyze career paths within textile apparel and design industries.</p>	16.1.1	Explain the roles and functions of individuals engaged in textiles and apparel careers.	<p>BEGINNING RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i>.</p> <p>RST.6-8.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p> <p>RST.6-8.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p> <p>RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.</p> <p>WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
	16.1.2	Analyze opportunities for employment and entrepreneurial endeavors.	
	16.1.3	Summarize education and training requirements and opportunities for career paths in textile and apparel services.	
	16.1.4	Analyze the effects of textiles and apparel occupations on local, state, national, and global economies.	
	16.1.5	Create an employment portfolio for use with applying for internships, work-based learning opportunities and employment in textiles, fashion, and apparel.	
	16.1.6	Analyze the role of professional organizations in textiles, fashion, and apparel industries.	

Standard 16: Textiles, Fashion and Apparel

16.0 Comprehensive Standard: Integrate knowledge, skills and practices required for careers in textiles and apparels.

NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>BEGINNING</p> <p>SL.6-8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6-8 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p>For SL.6-8.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>L.6-8.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 6-8 reading and content</i>, choosing flexibly from a range of strategies.</p>

Standard 16: Textiles, Fashion and Apparel

16.0 Comprehensive Standard: Integrate knowledge, skills and practices required for careers in textiles and apparels.

NATIONAL FCS CONTENT STANDARD	PERFORMANCE COMPETENCIES	CT STATE STANDARDS ENGLISH LANGUAGE ARTS 6-12
		<p>BEGINNING</p> <p>For L.6-8.4.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org.pdf).</p> <p>L.6-8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>For L.6-8.5.a-c, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org.pdf).</p> <p>L.6-8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>INTERMEDIATE</p> <p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>For SL.9-10.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org.pdf).</p>

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		<p>INTERMEDIATE</p> <p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>WHST.9-10.1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>For WHST.9-10.1.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p>

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		<p>INTERMEDIATE For WHST.9-10.2.a-f, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org.pdf).</p> <p>WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>WHST.9-10.7. 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>

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		<p>INTERMEDIATE WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>ADVANCED SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>For SL.11-12.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>

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		<p>ADVANCED</p> <p>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> <p>SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>WHST.11-12.1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>For WHST.11-12.1.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>For WHST.11-12.2.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p>

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		<p>ADVANCED</p> <p>WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>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> <p>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>

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<p>16.2 Evaluate fiber and textile products and materials.</p>	16.2.1	Apply appropriate terminology for identifying, comparing, and analyzing the most common generic textile fibers.	<p>BEGINNING RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i>.</p> <p>RST.6-8.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p> <p>RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p> <p>RST.6-8.10 By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.</p> <p>WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
	16.2.2	Evaluate performance characteristics of textile fiber and fabrics.	
	16.2.3	Summarize textile legislation, standards, and labeling in the global economy.	
	16.2.4	Analyze effects of textile characteristics on design, construction, care, use, and maintenance of products.	
	16.2.5	Apply appropriate procedures for care of textile products.	

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		<p>BEGINNING</p> <p>SL.6-8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6-8 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p>For SL.6-8.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org.pdf.</p> <p>L.6-8.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 6-8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>For L.6-8.4.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org.pdf.</p> <p>L.6-8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>For L.6-8.5.a-c, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org.pdf.</p>

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		<p>BEGINNING6-8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>INTERMEDIATE RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 9–10 texts and topics</i>.</p> <p>RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p>ADVANCED RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11–12 texts and topics</i>.</p> <p>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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<p>16.3 Demonstrate fashion, apparel, and textile design skills.</p>	16.3.1	Explain the ways in which fiber, fabric, texture, pattern, and finish can affect visual appearance.	<p>BEGINNING SL.6-8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6-8 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p>For SL.6-8.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org.pdf.</p> <p>INTERMEDIATE SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>For L.9-10.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org.pdf.</p> <p>INTERMEDIATE SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>
	16.3.2	Apply basic and complex color schemes and color theory to develop and enhance visual effects.	
	16.3.3	Utilize elements and principles of design in designing, constructing, and/or altering textile, apparel, and fashion products.	
	16.3.4	Demonstrate design concepts with fabric or technology/computer, using draping and/or flat pattern making technique.	
	16.3.5	Generate design that takes into consideration ecological, environmental, sociological, psychological, technical, and economic trends and issues.	
	16.3.6	Apply elements and principles of design to assist consumers and businesses in making decisions.	
	16.3.7	Demonstrate ability to use technology for fashion, apparel, and textile design.	

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		<p>INTERMEDIATE</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 9–10 texts and topics</i>.</p> <p>RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p>RST.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.</p>

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		<p>INTERMEDIATE</p> <p>RST.9-10.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p> <p>WHST.9-10.1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>For WHST.9-10.1.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.9-10.2.d. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p>WHST.9-10.7. 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>

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		<p>INTERMEDIATE</p> <p>WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>ADVANCED</p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>For SL.11-12.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf.</p> <p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>

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		<p>ADVANCED</p> <p>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> <p>SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11–12 texts and topics</i>.</p> <p>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>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>

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		<p>ADVANCED 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>WHST.11-12.1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>For WHST.11-12.1.a-e, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>WHST.11-12.2.d. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>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>

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		<p>ADVANCED 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> <p>WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.</p>

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<p>16.4 Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.</p>	16.4.1	Demonstrate professional skills in using a variety of equipment, tools, and supplies for fashion, apparel, and textile construction, alteration, and repair.	<p>BEGINNING RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p> <p>SL.6-8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6-8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>For SL.6-8.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org.pdf).</p> <p>L.6-8.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>For SL.6-8.4.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org.pdf).</p> <p>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</p>
	16.4.2	Explain production processes for creating fibers, yarn, woven, and knit fabrics, and non-woven textile products.	
	16.4.3	Use appropriate industry products and materials for cleaning, pressing, and finishing textile, apparel, and fashion products.	
	16.4.4	Analyze current technology and trends that facilitate design and production of textile, apparel, and fashion products.	
	16.4.5	Demonstrate basic skills for producing and altering textile products and apparel.	

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		<p>BEGINNING</p> <p>L.6-8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>INTERMEDIATE</p> <p>RST.9-10.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</p> <p>RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 9–10 texts and topics</i>.</p> <p>RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p>RST.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.</p>

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		<p>ADVANCED</p> <p>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>RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11–12 texts and topics</i>.</p> <p>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>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>

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16.5 Evaluate elements of textile, apparel, and fashion merchandising.	16.5.1	Apply marketing strategies for textile, apparel, and fashion products.	<p>BEGINNING SL.6-8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6-8 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p>For SL.6-8.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org.pdf).</p> <p>INTERMEDIATE WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>For WHST.9-10.2.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org.pdf).</p> <p>WHST.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>
	16.5.2	Analyze the cost of constructing, manufacturing, altering, or repairing textile, apparel, and fashion products.	
	16.5.3	Analyze ethical considerations for merchandising apparel and textile products.	
	16.5.4	Apply external factors that influence merchandising.	
	16.5.5	Critique varied methods for promoting apparel and textile products.	
	16.5.6	Apply research methods, including forecasting techniques, for marketing apparel and textile products.	

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		<p>INTERMEDIATE WHST.9-10.7. 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> <p>ADVANCED 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>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>WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>For WHST.11-12.2.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p>

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			<p>ADVANCED WHST.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>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>

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<p>16.6 Evaluate the components of customer service.</p>	16.6.1	Analyze factors that contribute to quality customer relations.	<p>INTERMEDIATE SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>For SL.9-10.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf.</p> <p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p>RST.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.</p>
	16.6.2	Analyze the influences of cultural diversity as a factor in customer relations.	
	16.6.3	Demonstrate the skills necessary for quality customer service.	
	16.6.4	Create solutions to address customer concerns.	

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		<p>INTERMEDIATE</p> <p>WHST.9-10.7. 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> <p>WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.9-10.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>ADVANCED</p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p>

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		<p>ADVANCED For SL.11-12.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf).</p> <p>SL.11-12.1.d. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>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>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>

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		<p>ADVANCED</p> <p>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> <p>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> <p>WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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<p>16.7 Demonstrate general operational procedures required for business profitability and career success.</p>	16.7.1	Analyze legislation, regulations, and public policy affecting the textiles, apparel, and fashion industries.	<p>BEGINNING RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i>.</p> <p>RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.</p> <p>SL.6-8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6-8 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p>For SL.9-10.1.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org.pdf.</p> <p>L.6-8.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p>
	16.7.2	Analyze personal and employer responsibilities and liabilities regarding industry-related safety, security, and environmental factors.	
	16.7.3	Analyze the effects of security and inventory control strategies, cash and credit transaction methods, laws, and worksite policies, on loss prevention and store profit.	
	16.7.4	Demonstrate procedures for reporting and handling accidents, safety, and security incidents.	
	16.7.5	Analyze operational costs such as mark ups, mark downs, cash flow, and other factors affecting profit.	
	16.7.6	Demonstrate knowledge of the arts, of various resources, and cultural impact upon the textile, apparel, and fashion industries.	

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		<p>BEGINNING Use context (e.g., the overall meaning of sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>For L.6-8.4.a-d, see Common Core State Standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science and Technical Subjects at www.corestandards.org/pdf.</p> <p>L.6-8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>INTERMEDIATE</p> <p>SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p>

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		<p>INTERMEDIATE</p> <p>RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.</p> <p>RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>

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		<p>INTERMEDIATE WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>ADVANCED SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>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> <p>ADVANCED RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p>

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		<p>ADVANCED RH.11-12.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>ADVANCED 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>

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			ADVANCED WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.