

# Early Childhood Development (2015): Grades 9, 10, 11, 12, Higher Education

Adopted 2015

**Analyze factors that influence human growth & development.** CADV.01

**01. Analyze principles of human growth and development across the life span.** CADV.01.01

- a. Analyze physical, emotional, social, spiritual, and intellectual development. CADV.01.01.A
- b. Analyze interrelationships among physical, emotional, social, and intellectual aspects of human growth and development. CADV.01.01.B
- c. Analyze current and emerging research about human growth and development, including research on brain development. CADV.01.01.C

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**02. Analyze conditions that influence human growth and development.** CADV.01.02

- a. Analyze the effect of heredity and environment on human growth and development. CADV.01.02.A
- b. Analyze the impact of social, economic, and technological forces on individual growth and development. CADV.01.02.B
- c. Analyze the effects of gender, ethnicity, and culture on individual development. CADV.01.02.C
- d. Analyze the effects of life events on individuals' physical, intellectual, social, moral, and emotional development. CADV.01.02.D
- e. Analyze geographic, political, and global influences on human growth and development. CADV.01.02.E

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**03. Analyze strategies that promote growth and development across the lifespan.** CADV.01.03

- a. Analyze the role of nurturance on human growth and development. CADV.01.03.A
  - b. Analyze the role of communication on human growth and development. CADV.01.03.B
  - c. Analyze the role of family and social services support systems in meeting human growth and development needs. CADV.01.03.C
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**Evaluate the effects of parenting roles and responsibilities on strengthening the well-being of individuals and families.** CADV.02

**01. Analyze roles and responsibilities of parenting.** CADV.02.01

- a. Analyze parenting roles across the life span. CADV.02.01.A
  - b. Analyze expectations and responsibilities of parenting. CADV.02.01.B
  - c. Analyze consequences of parenting practices to the individual, family, and society. CADV.02.01.C
  - d. Analyze societal conditions that influence parenting across the life span. CADV.02.01.D
  - e. Explain cultural differences in roles and responsibilities of parenting. CADV.02.01.E
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**02. Evaluate parenting practices that maximize human growth and development.** CADV.02.02

- a. Choose nurturing practices that support human growth and development. CADV.02.02.A
  - b. Apply communication strategies that promote positive self-esteem in family members. CADV.02.02.B
  - c. Assess common practices and emerging research about discipline on human growth and development. CADV.02.02.C
  - d. Assess the effects of abuse and neglect on children and families and determine methods for prevention. CADV.02.02.D
  - e. Apply criteria for selecting care and services for children. CADV.02.02.E
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**03. Evaluate external support systems that provide services for parents.** CADV.02.03

- a. Assess community resources and services available to families. CADV.02.03.A
  - b. Appraise community resources that provide opportunities related to parenting. CADV.02.03.B
  - c. Summarize current laws and policies related to parenting. CADV.02.03.C
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**04. Analyze physical and emotional factors related to beginning the parenting process.** CADV.02.04

- a. Analyze biological processes related to prenatal development, birth, and health of child and mother. CADV.02.04.A
  - b. Analyze the emotional factors of prenatal development and birth in relation to the health of parents and child. CADV.02.04.B
  - c. Analyze implications of alternatives to biological parenthood. CADV.02.04.C
  - d. Analyze legal and ethical impacts of current and emerging technology on fertility and family planning. CADV.02.04.D
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**Integrate knowledge, skills, practices required for careers in food science, food technology, dietetics, and nutrition.** CADV.03

**01. Evaluate nutrition principles, food plans, preparations techniques and specialized dietary plans.** CADV.03.01

- a. Analyze nutrient requirements across the life span addressing the diversity of people, culture, and religions. CADV.03.01.A
- b. Analyze nutritional data. CADV.03.01.B
- c. Critique the selection of foods to promote a healthy lifestyle. CADV.03.01.C
- d. Categorize foods into exchange groups and plan menus, applying the exchange system to meet various nutrient needs. CADV.03.01.D

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**02. Apply basic concepts of nutrition and nutritional therapy in a variety of settings.** CADV.03.02

- a. Analyze nutritional needs of individuals. CADV.03.02.A
- b. Use nutritional information to support care planning. CADV.03.02.B
- c. Utilize a selective menu. CADV.03.02.C
- d. Construct a modified diet based on nutritional needs and health conditions. CADV.03.02.D
- e. Design instruction on nutrition for health maintenance and disease prevention. CADV.03.02.E

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**Synthesize knowledge, skills and practices required for careers in family & community services.** CADV.04

**01. Analyze factors relating to providing family and community services.** CADV.04.01

- a. Analyze effective individual and family advocacy and self-advocacy strategies to overcome diverse challenges facing human services participants. CADV.04.01.A
- b. Analyze community-networking opportunities in family and community services. CADV.04.01.B

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**Use reasoning processes, individually and collaboratively, to take responsible action in families, workplaces and communities.** CADV.05

**01. Evaluate reasoning for self and others.** CADV.05.01

- a. Analyze different kinds of reasoning (e.g., scientific, practical, interpersonal). CADV.05.01.A
- b. Distinguish between adequate and inadequate reasoning. CADV.05.01.B
- c. Establish criteria for adequate reasoning. CADV.05.01.C
- d. Contrast consequences of adequate and inadequate reasoning for self, others, culture/society, and global environment. CADV.05.01.D

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**02. Analyze recurring and evolving family, workplace and community concerns.** CADV.05.02

- a. Classify different types of concerns (e.g., theoretic, technical, practical) and possible methods for addressing them. CADV.05.02.A
- b. Describe recurring and evolving concerns facing individuals, families, workplaces, and communities. CADV.05.02.B
- c. Describe conditions and circumstances that create or sustain recurring and evolving concerns. CADV.05.02.C
- d. Describe levels of concerns: individual, family, workplace, community, cultural/societal, global/environmental. CADV.05.02.D

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**03. Analyze practical reasoning components.** CADV.05.03

- a. Differentiate types of knowledge needed for reasoned action: value-ends, goals, contextual factors, possible actions, and consequences. CADV.05.03.A
- b. Analyze short-term and long-term consequences on self, family, culture/society, and global environment. CADV.05.03.B
- c. Analyze assumptions that underlie beliefs and actions. CADV.05.03.C
- d. Distinguish adequate and/or reliable information from inadequate and/or unreliable information. CADV.05.03.D
- e. Analyze role exchange, universal consequences, the role of ethics, and other tests for making responsible judgments. CADV.05.03.E
- f. Distinguish adequate from inadequate reasons. CADV.05.03.F

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**04. Implement practical reasoning for responsible action in families, workplaces and communities.** CADV.05.04

- a. Synthesize information from a variety of sources that are judged to be reliable. CADV.05.04.A
- b. Describe a particular recurring and evolving individual, family, workplace, or community concern. CADV.05.04.B
- c. Select goals/valued ends to resolve a particular concern. CADV.05.04.C
- d. Establish standards for choosing responsible action to address a particular concern. CADV.05.04.D
- e. Evaluate the conditions of a particular concern, e.g. historical, social-psychological, socioeconomic, political, cultural, global/environmental. CADV.05.04.E
- f. Use adequate and reliable information to critique possible actions. CADV.05.04.F
- g. Evaluate potential short- and long-term consequences of possible actions on self, others, culture/society, and global environment. CADV.05.04.G
- h. Justify possible reasons and actions based on valued ends and information that is judged to be adequate and reliable. CADV.05.04.H
- i. Implement and monitor a plan of action based on established standards and valued ends. CADV.05.04.I

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**05. Demonstrate scientific inquiry and reasoning to gain factual knowledge and test theories on which to base judgments for action.** CADV.05.05

- a. Delineate scope, concepts, and scientific terminology for a particular inquiry. CADV.05.05.A
- b. Judge validity and reliability of information, sources, opinions, and evidence. CADV.05.05.B