

Middle School FCS Courses Current Standards

Currently, middle school family and consumer sciences is offered in seven courses. To provide maximum flexibility for individual schools, the standards have been combined into one course that can be offered in various configurations and time blocks.

Course: Middle School FCS- Career Exploration

INDICATOR #CE 1: Analyze information about career opportunities to make informed career decisions.	
Level 4: Extended Thinking	SUB-INDICATOR 1.1 Investigate the knowledge and skills associated within the sixteen career clusters.
Level 3: Strategic Thinking	SUB-INDICATOR 1.2 Evaluate potential careers in the Education and Training, Arts, A/V Technology and Communications, Human Services and Hospitality and Tourism career clusters
Level 3: Strategic Thinking	SUB-INDICATOR 1.3 Assess social, economic and technology influences on career choices

INDICATOR #CE 2: Evaluate transferable and employability skills in school, community and workplace settings.	
Level 3: Strategic Thinking	SUB-INDICATOR 2.1 Investigate transferable and employability skills in school, community and workplace settings.
Level 2: Skill/Concept	SUB-INDICATOR 2.2 Use volunteerism to develop transferable and employability skills
Level 4: Extended Thinking	SUB-INDICATOR 2.3 Develop leadership and teamwork skills

INDICATOR #CE 3: Create a personal career plan.	
Level 4: Extended Thinking	SUB-INDICATOR 3.1 Analyze assessment results to explore career cluster options.
Level 4: Extended Thinking	SUB-INDICATOR 3.2 Develop a personal learning plan needed to achieve individual and career goals.

Course: Middle School FCS- Healthy Lifestyles

INDICATOR #NW 1: Investigate careers in the nutrition and wellness industry.	
Level 2: Skill/Concept	SUB-INDICATOR 1.1 Explore knowledge and skills needed for careers in nutrition and wellness related occupations.

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Topic: Career Exploration

Indicator CE 1 Analyze information about career opportunities to make informed career decisions	
Level 4: Extended Thinking	CE 1.1 Investigate the knowledge and skills associated within the sixteen career clusters.
Level 3: Strategic Thinking	CE 1.2 Evaluate potential careers in the Education and Training, Arts, A/V Technology and Communications, Human Services and Hospitality and Tourism career clusters
Level 3: Strategic Thinking	CE 1.3 Assess social, economic and technology influences on career choices.

Indicator CE 2 Evaluate employability and soft skills in school, community and workplace settings.	
Level 3: Strategic Thinking	CE 2.1 Investigate employability and soft skills in school, community and workplace settings.
Level 2: Skill/Concept	CE 2.2 Use service learning or volunteerism to develop employability and soft skills.
Level 4: Extended Thinking	CE 2.3 Develop leadership and teamwork skills.

Indicator CE 3 Create a personal learning plan that incorporate a career path.	
Level 4: Extended Thinking	CE 3.1 Analyze career assessment results to explore career cluster options.
Level 4: Extended Thinking	CE 3.2 Develop a personal learning plan needed to achieve individual and career goals.

Topic: Nutrition

Indicator NW 1 Investigate careers in the nutrition and wellness industry.	
Level 2: Skill/Concept	NW 1.1 Explore knowledge and skills needed for careers in nutrition and wellness related occupations.

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	INDICATOR #NW 2: Explain the components of individual and family wellness.
Level 2: Skill/Concept	SUB-INDICATOR 2.2 Investigate the relationships between physical activity and a healthy lifestyle.
Level 1: Recall	SUB-INDICATOR 2.3 Identify the six main nutrients and their relationship to a healthy lifestyle.
Level 2: Skill/Concept	SUB-INDICATOR 2.4 Describe factors contributing to nutrition-related diseases and disorders.

	INDICATOR #NW 3: Apply food safety and sanitation practices.
Level 3: Strategic Thinking	SUB-INDICATOR 3.1 Explain common practices that promote safe and sanitary food conditions.

**Course: Middle School FCS-
Human Development**

	INDICATOR #HD 1: Investigate careers in the Education and Training and Human Services clusters.
Level 2: Skill/Concept	SUB-INDICATOR 1.1 Explore knowledge and skills needed for careers in Education and Training and Human Services clusters.

	INDICATOR #HD 2: Analyze human growth and development.
Level 2: Skill/Concept	SUB-INDICATOR 2.1 Investigate the stages of human development, birth through death.
Level 3: Strategic Thinking	SUB-INDICATOR 2.2 Analyze how the family contributes to healthy human development.
Level 2: Skill/Concept	SUB-INDICATOR 2.3 Analyze the impact of social issues and technology on human development.

	INDICATOR #HD 3: Analyze practices that promote growth and development.
Level 1: Recall	SUB-INDICATOR 3.1 Summarize the areas of development.
Level 4: Extended Thinking	SUB-INDICATOR 3.2 Evaluate developmentally appropriate learning activities for children.
Level 3: Strategic Thinking	SUB-INDICATOR 3.3 Demonstrate understanding of practices that promote the health and safety of children.

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	Indicator NW 2 Explain the components of individual and family wellness.
Level 2: Skill/Concept	NW 2.1 Describe how food choice decisions affect personal and family wellness.
Level 2: Skill/Concept	NW 2.2 Investigate the relationships between physical activity and healthy lifestyles.
Level 1: Recall	NW 2.3 Identify the six main nutrients and their relationship to a healthy lifestyle.
Level 2: Skill/Concept	NW 2.4 Describe factors contributing to nutrition-related diseases and disorders.

	Indicator NW 3 Apply food safety and sanitation practices.
Level 3: Strategic Thinking	NW 3.1 Explain common practices that promote safe and sanitary food conditions.

Topic: Human Development

	Indicator HD 1 Investigate careers in the Education and Training and Human Services clusters.
Level 2: Skill/Concept	HD 1.1 Explore knowledge and skills needed for careers in Education and Training and Human Services clusters.

	Indicator HD 2 Analyze human growth and development.
Level 2: Skill/Concept	HD 2.1 Investigate the stages of human development, birth through adulthood.
Level 3: Strategic Thinking	HD 2.2 Analyze how the family contributes to healthy human development.
Level 2: Skill/Concept	HD 2.3 Analyze the impact of social issues and technology on human development.

	Indicator HD 3 Analyze practices that promote growth and development.
Level 1: Recall	HD 3.1 Summarize the areas of human development.
Level 4: Extended Thinking	HD 3.2 Evaluate developmentally appropriate learning activities for all ages.
Level 3: Strategic Thinking	HD 3.3 Demonstrate understanding of practices that promote the health and safety of all ages.

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Level 2: Skill/Concept	SUB-INDICATOR 3.4 Understand the roles and responsibilities of a caregiver.
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Course: Middle School FCS- Relationships

INDICATOR #R 1: Investigate careers in Human Services and Education and Training.

Level 2: Skill/Concept	SUB-INDICATOR 1.1 Explore knowledge and skills needed for careers in Human Services and Education and Training clusters.
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INDICATOR #R 2: Analyze how personal growth influences relationships.

Level 2: Skill/Concept	SUB-INDICATOR 2.1 Explain how personal needs affect relationships.
Level 1: Recall	SUB-INDICATOR 2.2 Summarize the effects of self-esteem and self-image within relationships.

INDICATOR #R 3: Analyze skills needed to build and maintain positive relationships.

Level 2: Skill/Concept	SUB-INDICATOR 3.1 Explain the role of positive communication skills in relationships.
Level 3: Strategic Thinking	SUB-INDICATOR 3.2 Analyze how personal standards and ethics guide behaviors in relationships
Level 4: Extended Thinking	SUB-INDICATOR 3.3 Apply problem-solving strategies to relationship issues.
Level 2: Skill/Concept	SUB-INDICATOR 3.4 Understand strategies to resolve conflicts in relationships.

Course: Middle School FCS- Textiles

INDICATOR T1: Explore career opportunities in textiles and clothing industry

Level 1: Recall	T 1.1 Explain career options in textiles and clothing industry
Level 2: Skill/Concept	T 1.2 Classify knowledge and skills associated with textiles and clothing careers.

INDICATOR T2: Demonstrate skills used in textile production.

Level 1: Recall	T 2.1 Recognize textile production terminology.
Level 2: Skill/Concept	T 2.2 Interpret technical instructions.
Level 2: Skill/Concept	T 2.3 Demonstrate textile production skills.

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Level 2: Skill/Concept	HD 3.4 Understand the roles and responsibilities of a caregiver.
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Topic: Healthy Relationships

Indicator R 1 Investigate careers in Human Services and Education and Training

Level 2: Skill/Concept	R 1.1 Explore knowledge and skills needed for careers in Human Services and Education and Training clusters.
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Indicator R 2 Analyze how personal growth influences relationships.

Level 2: Skill/Concept	R 2.1 Explain how personal needs, wants and values affect relationships.
Level 1: Recall	R 2.2 Summarize the effects of self-esteem, mental health, and self-image within relationships.

Indicator R 3 Analyze skills needed to build and maintain positive relationships.

Level 2: Skill/Concept	R 3.1 Explain the role of positive communication skills in relationships.
Level 3: Strategic Thinking	R 3.2 Analyze how personal standards, ethics, and values guide behaviors in relationships.
Level 4: Extended Thinking	R 3.3 Apply problem-solving strategies and decision making to relationship issues.
Level 2: Skill/Concept	R.3.4 Understand strategies to resolve conflicts in relationships.

Topic: Textiles

Indicator T 1 Explore career opportunities in textiles and clothing industry.

Level 2: Skill/Concept	T 1.1 Explore knowledge and skills needed for careers in the textile and clothing industry.
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Indicator T 2 Demonstrate skills used in textile production.

Level 1: Recall	T 2.1 Recognize textile production terminology.
Level 2: Skill/Concept	T 2.2 Interpret technical instructions.
Level 2: Skill/Concept	T 2.3 Demonstrate textile production skills.

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**Course: Middle School FCS-
Interior Design**

INDICATOR ID 1: Explore career opportunities in interior design	
Level 1: Recall	ID 1.1 Explain career options in interior design
Level 2: Skill/Concept	ID 1.2 Classify knowledge and skills associated with interior design.
INDICATOR ID 2: Demonstrate skills used in interior design.	
Level 2: Skill/Concept	ID 2.1 Describe the elements and principles of design used in an interior space.
Level 2: Skill/Concept	ID 2.2 Use space planning guidelines.

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Topic: Interior Design

Indicator ID 1 Explore career opportunities in interior design.	
Level 2: Skill/Concept	ID 1.1 Explore knowledge and skills needed for careers in interior design.
Indicator ID 2 Demonstrate skills used in interior design.	
Level 2: Skill/Concept	ID 2.1 Describe the elements and principles of design used in an interior space.
Level 2: Skill/Concept	ID 2.2 Use space planning guidelines.

Topic: Hospitality and Tourism

Indicator HT 1 Explore career opportunities in the hospitality and tourism industry.	
Level 2: Skill/Concept	HT 1.1 Explore knowledge and skills needed for careers in the hospitality and tourism industry.
Indicator HT 2 Demonstrate skills, customer service and safety precautions needed in hospitality and tourism.	
Level 2: Skill/Concept	HT 2.1 Recognize customer service in the hospitality and tourism industry.
Level 2: Skill/Concept	HT 2.2 Identify safety precautions in the hospitality and tourism industry.

Human Development: Prenatal to Toddler - Current Standards

INDICATOR #HDPT 1: Analyze principles of human development.	
Level 3: Strategic Thinking	SUB-INDICATOR 1.1 Investigate human development theories to predict infant and toddler behavior.
Level 4: Extended Thinking	SUB-INDICATOR 1.2 Analyze socio-cultural, inherited, and environmental factors that influence infant toddler development.

INDICATOR #HDPT 2: Analyze development of infants and toddlers.	
Level 3: Strategic Thinking	SUB-INDICATOR 2.1 Critique healthy prenatal development and child birth.
Level 4: Extended Thinking	SUB-INDICATOR 2.2 Analyze the physical, emotional, social, and intellectual development of infants and toddlers.

Human Development: Prenatal to Toddler - Proposed Standards

Indicator HDPT 1 Analyze principles of human development.	
Level 3: Strategic Thinking	HDPT 1.1 Investigate human development theories to predict infant and toddler behavior.
Level 4: Extended Thinking	HDPT 1.2 Analyze socio-cultural, hereditary, and environmental factors that influence infant and toddler development.
Level 4: Extended Thinking	HDPT: 1.3 Analyze family systems
Level 3: Strategic Thinking	HDPT 1.4 Investigate support systems for pre-pregnancy care, prenatal care, infants, and toddlers and the issues they address. (e.g. abuse, homelessness, food insecurity, financial assistance, fertility, genetic testing, adoption)

Indicator HDPT 2 Analyze development from conception through birth.	
Level 4: Extended Thinking	HDPT 2.1 Critique prenatal development and childbirth.

Indicator HDPT 3 Analyze development of infants.	
Level 4: Extended Thinking	HDPT 3.1 Analyze the physical, emotional, social, and intellectual development of infants.

Indicator HDPT 4 Analyze development of toddlers.	
Level 4: Extended Thinking	HDPT 4.1 Analyze the physical, emotional, social, and intellectual development of toddlers.

Indicator HDPT 5 Investigate career paths for working with prenatal care to toddlers.	
Level 2: Skill/Concept	HDPT 5.1 Summarize knowledge and skills for a career working with prenatal care to toddlers.

Human Development: Preschool to School Age - Current Standards

INDICATOR #HDPS 1: Analyze principles of growth and development of preschool through school-aged children.

Level 4: Extended Thinking	SUB-INDICATOR 1.1 Apply concepts from human development theories to the preschool through school-aged children.
Level 4: Extended Thinking	SUB-INDICATOR 1.2 Analyze physical, social, emotional, cognitive development of preschool and school-aged children.

INDICATOR #HDPS 2: Analyze conditions that influence growth and development.

Level 3: Strategic Thinking	SUB-INDICATOR 2.1 Examine the effects of culture, environment, and inherited influences on growth and human development.
Level 4: Extended Thinking	SUB-INDICATOR 2.2 Analyze the effects of life events.
Level 4: Extended Thinking	SUB-INDICATOR 2.3 Analyze geographic, legislative, and global influences on growth and development.

INDICATOR #HDPS 3: Analyze strategies that promote growth and development of preschool through school-aged children.

Level 4: Extended Thinking	SUB-INDICATOR 3.1 Create and maintain a safe and healthy learning environment for preschool through school-aged children.
Level 4: Extended Thinking	SUB-INDICATOR 3.2 Design strategies that promote physical, social, emotional and cognitive development.
Level 4: Extended Thinking	SUB-INDICATOR 3.3 Connect with support systems that provide for services for caregivers for preschoolers and school-aged children.

INDICATOR #HDPS 4: Investigate career paths for working with preschool and school-aged children.

Level 3: Strategic Thinking	SUB-INDICATOR 4.1 Explain the roles and functions of individuals engaged in careers working with preschool to school-aged children.
Level 2: Skill/Concept	SUB-INDICATOR 4.2 Summarize knowledge and skills for a career working with children.

Human Development: Preschool to School Age - Proposed Standards

Indicator HDPS 1 Analyze principles of growth and development of preschool through school-aged children.

Level 4: Extended Thinking	HDPS 1.1 Apply concepts from human development theories to the preschool through school-aged children.
Level 4: Extended Thinking	HDPS 1.2 Analyze physical, social, emotional, cognitive development of preschool children.

Indicator HDPS 2 Analyze factors that influence growth and development.

Level 3: Strategic Thinking	HDPS 2.1 Examine the effects of culture, environment, and inherited influences on growth and human development.
Level 4: Extended Thinking	HDPS 2.2 Analyze the effects of life events.
Level 4: Extended Thinking	HDPS 2.3 Analyze geographic, legislative, and global influences on growth and development.

Indicator HDPS 3 Analyze strategies that promote growth and development of preschool through school-aged children

Level 4: Extended Thinking	HDPS 3.1 Create and evaluate a safe and healthy learning environment for preschool through school-aged children.
Level 4: Extended Thinking	HDPS 3.2 Design strategies that promote physical, social, emotional, and cognitive development.
Level 4: Extended Thinking	HDPS 3.3 Investigate support systems for caregivers, teachers, and children and the issues they address. (e.g. abuse, homelessness, food insecurity, financial assistance, special needs)

HDPS 4 Investigate career paths for working with preschool and school-aged children

Level 2: Skill/Concept	HDPS 4.1 Summarize knowledge and skills for a career working with children.
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Human Development: Adolescence to Death - Current Standards

Human Development: Adolescence through Adulthood - Proposed Standards

	INDICATOR #HDAA 1: Analyze principles of human growth and development from adolescence through adulthood.
Level 3: Strategic Thinking	SUB-INDICATOR 1.1 (Webb Level: 3 Strategic Thinking): Compare human development theories related to adolescence and adulthood.
Level 3: Strategic Thinking	SUB-INDICATOR 1.2 (Webb Level: 3 Strategic Thinking): Assess interrelationships among physical, emotional, social, and intellectual aspects of human growth and development.

	Indicator HDAA 1 Analyze principles of human growth and development from adolescent through adulthood.
Level 3: Strategic Thinking	HDAA 1.1 Compare human development theories related to adolescence and adulthood.
Level 3: Strategic Thinking	HDAA 1.2 Assess interrelationships among physical, emotional, social, and intellectual aspects of human growth and development.

	INDICATOR #HDAA 2: Analyze influences on human growth and development.
Level 3: Strategic Thinking	SUB-INDICATOR 2.1 (Webb Level: 3 Strategic Thinking): Investigate the effect of heredity and environment on human development.
Level 2: Skill/Concept	SUB-INDICATOR 2.2 (Webb Level: 2 Skill/Concept): Identify the effects of gender and culture on human development.
Level 4: Extended Thinking	SUB-INDICATOR 2.3 (Webb Level: 4 Extended Thinking): Connect the effects technology has on human growth and development.
Level 3: Strategic Thinking	SUB-INDICATOR 2.4 (Webb Level: 3 Strategic Thinking): Investigate the effect of socioeconomics and medical technology on human development.

	Indicator HDAA 2 Analyze and compare influences on human growth and development across the lifespan.
Level 3: Strategic Thinking	HDAA 2.1 Investigate the effect of heredity, environment, and socioeconomic status on human development.
Level 2: Skill/Concept	HDAA 2.2 Identify the effects of culture and on human development.
Level 4: Extended Thinking	HDAA 2.3 Connect the effect technology has on human growth and development.
Level 3: Strategic Thinking	HDAA 2.4 Investigate support systems for adolescence through later life and the issues they address. (eg. abuse, homelessness, food insecurity, financial assistance, elder care, memory care)

	INDICATOR #HDAA 3: Compare factors that promote growth and development across adolescence and
Level 3: Strategic Thinking	SUB-INDICATOR 3.1 (Webb Level: 3 Strategic Thinking): Assess the roles of support systems in meeting human development needs.
Level 3: Strategic Thinking	SUB-INDICATOR 3.2 (Webb Level: 3 Strategic Thinking): Draw conclusions related to the role nurturing has on human development.

	Indicator HDAA 3 Analyze the processes of aging and death.
Level 4: Extended Thinking	HDAA 3.1 Analyze social practices and coping methods related to aging and death.
Level 3: Strategic Thinking	HDAA 3.2 Demonstrate understanding of legal and ethical factors related to aging and death.

Human Development: Adolescence to Death - Current Standards

	INDICATOR #HDAA 4: Analyze the processes of aging and death.
Level 4: Extended Thinking	SUB-INDICATOR 4.1 (Webb Level: 4 Extended Thinking): Analyze social practices related to aging and death.
Level 4: Extended Thinking	SUB-INDICATOR 4.2 (Webb Level: 4 Extended Thinking): Analyze coping methods that relate to aging and death.
Level 3: Strategic Thinking	SUB-INDICATOR 4.3 (Webb Level: 3 Strategic Thinking): Demonstrate understanding of legal and ethical factors related to aging and death.

Human Development: Adolescence through Adulthood - Proposed Standards

	Indicator HDAA 4 Investigate career paths for working with adolescents through the aging population.
Level 2: Skill/Concept	HDAA 4.1 Summarize knowledge and skills for a career working with adolescents through the aging population.

Introduction to Education and Training Current Standards

INDICATOR #ED 1: Explore career opportunities in education and training.

Level 2: Skill/Concept	SUB-INDICATOR 1.1 Compare the career potential in Administration and Administrative Support Services, Professional Support Services, and Teaching/Training.
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INDICATOR #ED 2: Analyze skills of effective educators or trainers.

Level 4: Extended Thinking	SUB-INDICATOR 2.1 Evaluate concepts of effective communication skills needed in an education or training setting.
Level 2: Skill/Concept	SUB-INDICATOR 2.2 Apply effective planning and presentation skills in an education or training setting.
Level 3: Strategic Thinking	SUB-INDICATOR 2.3 Compare effective instructional, organizational, and management strategies.
Level 3: Strategic Thinking	SUB-INDICATOR 2.4 Assess group processes and skills for working collaboratively in education and training.

INDICATOR #ED 3: Investigate influences on education and training.

Level 3: Strategic Thinking	SUB-INDICATOR 3.1 Appraise knowledge about the history and belief systems of multiple cultural groups to enhance learner achievement.
Level 3: Strategic Thinking	SUB-INDICATOR 3.2 Assess the influence of learning styles on education or training.

INDICATOR #ED 4: Analyze professional ethics and legal responsibilities in education and training.

Level 4: Extended Thinking	SUB-INDICATOR 4.1 Connect goals, policies, and procedures to ensure a positive learning environment.
Level 2: Skill/Concept	SUB-INDICATOR 4.2 Interpret emergency and safety procedures in an education or training settings.
Level 2: Skill/Concept	SUB-INDICATOR 4.3 Collect and display professional ethics as they relate to education and training.
Level 3: Strategic Thinking	SUB-INDICATOR 4.4 Assess appropriate confidentiality regarding educational and occupational information.

Introduction to Education and Training Proposed Standards

Indicator ED 1: Explore career opportunities in education and training.

Level 2: Skill/Concept	ED 1.1 Compare the career pathway potential in Administration and Administrative Support Services, Professional Support Services, and Teaching/Training.
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Indicator ED 2: Analyze skills of effective educators or trainers.

Level 4: Extended Thinking	ED 2.1 Evaluate concepts of effective communication skills needed in an education or training setting.
Level 2: Skill/Concept	ED 2.2 Apply effective planning and presentation skills in an education or training setting.
Level 2: Skill/Concept	ED 2.3 Explore management strategies for an effective and efficient learning environment.

Indicator ED 3 Investigate influences on education and training.

Level 2: Skill/Concept	ED 3.1 Examine the history of education & training.
Level 3: Strategic Thinking	ED 3.2 Discuss inequity and diversity in education.
Level 2: Skill/Concept	ED 3.3 Assess the influence of learning styles on education or training.

Indicator ED 4 Analyze professional ethics and legal responsibilities in education and training.

Level 3: Strategic Thinking	ED 4.1 Explore goals, policies, and procedures to ensure a positive learning environment.
Level 2: Skill/Concept	ED 4.2 Interpret emergency and safety procedures in an education or training settings.
Level 2: Skill/Concept	ED 4.3 Gather and examine professional ethics as they relate to education and training.
Level 3: Strategic Thinking	ED 4.4 Assess appropriate confidentiality regarding educational and occupational information.

Teaching and Training as a Profession Current Standards

INDICATOR #TTP 1: Evaluate personal and professional attributes essential to becoming an effective teacher or trainer.

Level 3: Strategic Thinking	SUB-INDICATOR 1.1 Assess personal attributes as they relate to teaching and training.
Level 3: Strategic Thinking	SUB-INDICATOR 1.2 Assess the qualities of professional and ethical behavior for teachers and trainers.

INDICATOR #TTP 2: Analyze knowledge required for careers in education/training.

Level 4: Extended Thinking	SUB-INDICATOR 2.1 Analyze theories of development and learning to guide instruction or training.
Level 4: Extended Thinking	SUB-INDICATOR 2.2 Analyze relationships within families and communities that impact teaching and training.
Level 4: Extended Thinking	SUB-INDICATOR 2.3 Create a positive learning environment.

INDICATOR #TTP 3: Demonstrate integration of curriculum and instruction to meet developmental needs of individuals.

Level 4: Extended Thinking	SUB-INDICATOR 3.1 Analyze needs of learners or organizations.
Level 3: Strategic Thinking	SUB-INDICATOR 3.2 Utilize content standards or business policies to develop an education or training plan.
Level 3: Strategic Thinking	SUB-INDICATOR 3.3 Investigate a variety of curriculum and instructional models/strategies.
Level 4: Extended Thinking	SUB-INDICATOR 3.4 Evaluate the components of a lesson/training plan.
Level 3: Strategic Thinking	SUB-INDICATOR 3.5 Assess learning of audience for a standard or performance.

South Dakota Educators for Tomorrow Proposed Standards

Indicator SDE 1: Evaluate personal and professional attributes of an effective teacher or trainer

Level 3: Strategic Thinking	SDE 1.1 Assess personal attributes as they relate to teaching and training.
Level 3: Strategic Thinking	SDE 1.2 Assess the qualities of professional and ethical behavior for teachers and trainers.
Level 2: Skill/Concept	SDE 1.3 Explore the professional development and community service of educators and trainers.

Indicator SDE 2: Analyze knowledge required for careers in education/training.

Level 4: Extended Thinking	SDE 2.1 Analyze theories of development and learning to guide instruction or training.
Level 4: Extended Thinking	SDE 2.2 Analyze relationships within families and communities that impact teaching and training.
Level 2: Skill/Concept	SDE 2.3 Explore factors associated with a positive learning environment in a variety of settings.

Indicator SDE 3: Explore the importance of learners needs and standards to the planning process.

Level 4: Extended Thinking	SDE 3.1 Analyze needs of learners or organizations.
Level 3: Strategic Thinking	SDE 3.2 Research standards or business policies that guide an education or training plan.

Indicator SDE 4: Demonstrate integration of curriculum and instruction to meet developmental needs of individuals.

Level 3: Strategic Thinking	SDE 4.1 Investigate a variety of curriculum and instructional models/strategies.
Level 3: Strategic Thinking	SDE 4.2 Assess group processes and skills for working collaboratively in education and training.
Level 4: Extended Thinking	SDE 4.3 Plan and evaluate the components of a lesson/training plan.
Level 3: Strategic Thinking	SDE 4.4 Assess learning of audience for a standard or performance.