

HUMAN DEVELOPMENT CURRICULUM FRAMEWORK



This document was prepared by:

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INTRODUCTION

The Nevada CTE Curriculum Frameworks are a resource for Nevada's public and charter schools to design, implement, and assess their CTE programs and curriculum. The content standards identified in this document are listed as a model for the development of local district programs and curriculum. They represent rigorous and relevant expectations for student performance, knowledge, and skill attainment which have been validated by industry representatives.

The intent of this document is to provide a resource to districts as they develop and implement CTE programs and curricula.

This program ensures the following thresholds are met:

- The CTE course and course sequence teaches the knowledge and skills required by industry through applied learning methodology and, where appropriate, work-based learning experiences that prepare students for careers in high-wage, high-skill and/or high-demand fields. Regional and state economic development priorities shall play an important role in determining program approval. Some courses also provide instruction focused on personal development.
- The CTE course and course sequence includes leadership and employability skills as an integral part of the curriculum.
- The CTE course and course sequence are part of a rigorous program of study and include sufficient technical challenge to meet state and/or industry-standards.

The CTE program components include the following items:

- Program of Study
- State Skill Standards
- Employability Skills for Career Readiness Standards
- Career Technical Student Organizations (CTSO)
- Curriculum Framework
- CTE Assessments:
 - Workplace Readiness Skills Assessment
 - End-of-Program Technical Assessment
- Certificate of Skill Attainment
- CTE Endorsement on a High School Diploma
- CTE College Credit

**NEVADA DEPARTMENT OF EDUCATION
CURRICULUM FRAMEWORK FOR
HUMAN DEVELOPMENT**

PROGRAM TITLE:	HUMAN DEVELOPMENT
STATE SKILL STANDARDS:	HUMAN DEVELOPMENT
STANDARDS REFERENCE CODE:	HUMDV
CAREER CLUSTER:	HUMAN SERVICES
CAREER PATHWAY:	FAMILY & COMMUNITY SERVICES
PROGRAM LENGTH:	3 LEVELS (L1, L2, L3C)
PROGRAM ASSESSMENTS:	HUMAN DEVELOPMENT WORKPLACE READINESS SKILLS
CTSO:	FCCLA
GRADE LEVEL:	9-12
AVAILABLE INDUSTRY CERTIFICATIONS/LICENSES PROVIDERS:	PRE-PAC FAMILY AND COMMUNITY SERVICES – AMERICAN ASSOCIATION OF FAMILY AND CONSUMER SCIENCES CHILD DEVELOPMENT ASSOCIATE – COUNCIL FOR PROFESSIONAL RECOGNITION

PROGRAM PURPOSE

The purpose of this program is to prepare students for postsecondary education and employment in the Human Services industry.

The program includes the following state standards:

- Nevada CTE Skill Standards: Human Development
- Employability Skills for Career Readiness
- Nevada Academic Content Standards (alignment shown in the Nevada CTE Skill Standards):
 - Science (based on the Next Generation Science Standards)
 - English Language Arts (based on the Common Core State Standards)
 - Mathematics (based on the Common Core State Standards)
- Common Career Technical Core (alignment shown in the Nevada CTE Skill Standards)

CAREER CLUSTERS

The National Career Clusters™ Framework provides a vital structure for organizing and delivering quality CTE programs through learning and comprehensive programs of study (POS). In total, there are 16 Career Clusters in the National Career Clusters™ Framework, representing more than 79 Career Pathways to help students navigate their way to greater success in college and career. As an organizing tool for curriculum design and instruction, Career Clusters™ provide the essential knowledge and skills for the 16 Career Clusters™ and their Career Pathways.*

*Cite: National Association of State Directors of Career Technical Education Consortium. (2012). Retrieved from <http://www.careertech.org/career-clusters/glance/careerclusters.html>

PROGRAM OF STUDY

The program of study illustrates the sequence of academic and career and technical education coursework that is necessary for the student to successfully transition into postsecondary educational opportunities and employment in their chosen career path. (NAC 389.803)

PROGRAM STRUCTURE

The core course sequencing provided in the following table serves as a guide to schools for their programs of study. Each course is listed in the order in which it should be taught and has a designated level. Complete program sequences are essential for the successful delivery of all state standards in each program area.

HUMAN DEVELOPMENT Core Course Sequence	
HUMAN DEVELOPMENT	LEVEL
Human Development I	L1
Human Development II	L2
Human Development III	L3C
Human Development Advanced Studies*	AS

*Complementary Courses

STATE SKILL STANDARDS

The state skill standards are designed to clearly state what the student should know and be able to do upon completion of an advanced high school career and technical education (CTE) program. The standards are designed for the student to complete all standards through their completion of a program of study. The standards are designed to prepare the student for the end-of-program technical assessment directly aligned to the standards. (Paragraph (a) of Subsection 1 of NAC 389.800)

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS

Employability skills, often referred to as “soft skills”, have for many years been a recognizable component of the standards and curriculum in career and technical education programs. The twenty-one standards are organized into three areas: (1) Personal Qualities and People Skills; (2) Professional Knowledge and Skills; and (3) Technology Knowledge and Skills. The standards are designed to ensure students graduate high school properly prepared with skills employers prioritize as the most important. Instruction on all twenty-one standards must be part of each course of the CTE program. (Paragraph (d) of Subsection 1 of NAC 389.800)

CURRICULUM FRAMEWORK

The Nevada CTE Curriculum Frameworks are organized utilizing the recommended course sequencing listed in the Program of Study and the CTE Course Catalog. The framework identifies the recommended content standards, performance standards, and performance indicators that should be taught in each course.

CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOS)

To further the development of leadership and technical skills, students must have opportunities to participate in one or more of the Career and Technical Student Organizations (CTSOS). CTSOs develop character, citizenship, and the technical, leadership and teamwork skills essential for the workforce and their further education. Their activities are considered a part of the instructional day when they are directly related to the competencies and objectives in the course. (Paragraph (a) of Subsection 3 of NAC 389.800)

WORKPLACE READINESS SKILLS ASSESSMENT

The Workplace Readiness Skills Assessment has been developed to align with the Nevada CTE Employability Skills for Career Readiness Standards. This assessment provides a measurement of student employability skills attainment. Students who complete a program will be assessed on their skill attainment during the completion level course. Completion level courses are identified by the letter “C”.

(e.g., Level = L3C) (Paragraph (d) of Subsection 1 of NAC 389.800)

END-OF-PROGRAM TECHNICAL ASSESSMENT

An end-of-program technical assessment has been developed to align with the Nevada CTE Skill Standards for this program. This assessment provides a measurement of student technical skill attainment. Students who complete a program will be assessed on their skill attainment during the completion level course. Completion level courses are identified by the letter “C”. (e.g., Level = L3C)

(Paragraph (e) of Subsection 1 of NAC 389.800)

CERTIFICATE OF SKILL ATTAINMENT

Each student who completes a course of study must be awarded a certificate which states that they have attained specific skills in the industry being studied and meets the following criteria: A student must maintain a 3.0 grade point average in their approved course of study, pass the Workplace Readiness Skills Assessment, and pass the end-of-program technical assessment. (Subsection 4 of NAC 389.800)

CTE ENDORSEMENT ON A HIGH SCHOOL DIPLOMA

A student qualifies for a CTE endorsement on their high school diploma after successfully completing the following criteria: 1) successful completion of a CTE course of study in a program area, 2) successful completion of academic requirements governing receipt of a standard diploma, and 3) meet all requirements for the issuance of the Certificate of Skill Attainment. (NAC 389.815)

CTE COLLEGE CREDIT

CTE College Credit is awarded to students based on articulation agreements established by each college for the CTE program, where the colleges will determine the credit value of a full high school CTE program based on course alignment. An articulation agreement will be established for each CTE program designating the number of articulated credits each college will award to students who complete the program.

CTE College Credit is awarded to students who: (1) complete the CTE course sequence with a grade-point average of 3.0 or higher; (2) pass the state end-of-program technical assessment for the program; and (3) pass the Workplace Readiness Assessment for employability skills.

Pre-existing articulation agreements will be recognized until new agreements are established according to current state policy and the criteria shown above.

Please refer to the local high school’s course catalog or contact the local high school counselor for more information. (Paragraph (b) of Subsection 3 of NAC 389.800)

ACADEMIC CREDIT FOR CTE COURSEWORK

Career and technical education courses meet the credit requirements for high school graduation (1 unit of arts and humanities or career and technical education). Some career and technical education courses meet academic credit for high school graduation. Please refer to the local high school’s course catalog or contact the local high school counselor for more information. (NAC 389.672)

**CORE COURSE:
RECOMMENDED STUDENT PERFORMANCE STANDARDS**

COURSE TITLE:	Human Development I
ABBR. NAME:	Human Develop I
CREDITS:	1
LEVEL:	L1
CIP CODE:	19.0701
PREREQUISITE:	None
CTSO:	FCCLA
COURSE DESCRIPTION	
This course introduces the topic of Human Development. Areas of study include the stages of human growth and development throughout the lifespan with a focus on conception through childhood. Topics include developmental stages and influences on physical, intellectual, social and emotional growth.	

TECHNICAL STANDARDS

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

Performance Standard 1.1 : Describe the History and Current Trends in Family and Human Services Professions

Performance Indicators : 1.1.2

Performance Standard 1.2 : Explore Career Paths and Opportunities in Family and Human Services Professions

Performance Indicators : 1.2.5, 1.2.10

Performance Standard 1.4 : Adhere to Ethical Standards and Professional Guidelines

Performance Indicators : 1.4.3-1.4.4

Performance Standard 1.5 : Understand the Methodologies Used by Family Life Education Professionals and Other Human Services Providers

Performance Indicators : 1.5.1

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

Performance Standard 2.1 : Analyze Families and Individuals in Societal Contexts

Performance Indicators : 2.1.1-2.1.5

Performance Standard 2.2 : Analyze Internal Dynamics of Families

Performance Indicators : 2.2.1-2.2.3, 2.2.5

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

Performance Standard 3.1 : Analyze Principles of Human Growth and Development

Performance Indicators : 3.1.1-3.1.6

Performance Standard 3.2 : Examine Reproductive Health

Performance Indicators : 3.2.1-3.2.4

Performance Standard 3.3 : Examine the Stages of Pregnancy, Prenatal Development, and Birth

Performance Indicators : 3.3.1-3.3.9

Performance Standard 3.4 : Examine the Physical, Social/Emotional, and Cognitive Growth and Development of the Infant: Newborn to Age 1

Performance Indicators : 3.4.1-3.4.24

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Performance Standard 3.5 : Examine the Physical, Social, Emotional, and Cognitive Growth and Development of the Toddler: Ages 1 and 2

Performance Indicators : 3.5.1-3.5.17

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS

CONTENT STANDARD 1.0 : DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS

Performance Standard 1.1 : Demonstrate Personal Qualities and People Skills

Performance Indicators : 1.1.1-1.1.7

Performance Standard 1.2 : Demonstrate Professional Knowledge and Skills

Performance Indicators : 1.2.1-1.2.10

Performance Standard 1.3 : Demonstrate Technology Knowledge and Skills

Performance Indicators : 1.3.1-1.3.4

ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS*

English Language Arts: Reading Standards for Literacy in Science and Technical Subjects
Writing Standards for Literacy in Science and Technical Subjects
Speaking and Listening

* Refer to the Human Development Standards for alignment by performance indicator

**CORE COURSE:
RECOMMENDED STUDENT PERFORMANCE STANDARDS**

COURSE TITLE:	Human Development II
ABBR. NAME:	Human Develop II
CREDITS:	1
LEVEL:	L2
CIP CODE:	19.0701
PREREQUISITE:	Human Development I
CTSO:	FCCLA
COURSE DESCRIPTION	
<p>This course is a continuation of Human Development I. This course allows intermediate human development students to increase their understanding of human growth and development throughout the lifespan with a focus on adolescence through young adulthood. Topics include developmental stages and influences on physical, intellectual, social and emotional growth.</p>	

TECHNICAL STANDARDS

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

Performance Standard 1.1 : Describe the History and Current Trends in Family and Human Services Professions

Performance Indicators : 1.1.1

Performance Standard 1.2 : Explore Career Paths and Opportunities in Family and Human Services Professions

Performance Indicators : 1.2.2, 1.2.7-1.2.9

Performance Standard 1.3 : Demonstrate an Awareness of Family and Human Services Professional Organizations

Performance Indicators : 1.3.1-1.3.2

Performance Standard 1.4 : Adhere to Ethical Standards and Professional Guidelines

Performance Indicators : 1.4.2

Performance Standard 1.5 : Understand the Methodologies Used by Family Life Education Professionals and Other Human Services Providers

Performance Indicators : 1.5.2-1.5.3

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

Performance Standard 2.2 : Analyze Internal Dynamics of Families

Performance Indicators : 2.2.4, 2.2.6-2.2.8

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

Performance Standard 3.6 : Examine the Physical, Social, Emotional, and Cognitive Growth and Development of Early Childhood/Preschoolers: Ages 3

Performance Indicators : 3.6.1-3.6.15

Performance Standard 3.7: Examine the Physical, Social, Emotional, and Cognitive Growth and Development of Early School Age: Ages 5 to 7

Performance Indicators : 3.7.1-3.7.15

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Performance Standard 3.8: Examine the Physical, Social, Emotional, and Cognitive Growth and Development of Middle Childhood: Ages 8 to 10

Performance Indicators : 3.8.1-3.8.14

Performance Standard 3.9 : Examine the Physical, Social, Emotional, and Cognitive Growth and Development during Adolescence: Ages 11 to 19

Performance Indicators : 3.9.1-3.9.22

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS

CONTENT STANDARD 1.0 : DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS

Performance Standard 1.1 : Demonstrate Personal Qualities and People Skills

Performance Indicators : 1.1.1-1.1.7

Performance Standard 1.2 : Demonstrate Professional Knowledge and Skills

Performance Indicators : 1.2.1-1.2.10

Performance Standard 1.3 : Demonstrate Technology Knowledge and Skills

Performance Indicators : 1.3.1-1.3.4

ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS*

English Language Arts: Reading Standards for Literacy in Science and Technical Subjects
Writing Standards for Literacy in Science and Technical Subjects
Speaking and Listening

* Refer to the Human Development Standards for alignment by performance indicator

**CORE COURSE:
RECOMMENDED STUDENT PERFORMANCE STANDARDS**

COURSE TITLE:	Human Development III
ABBR. NAME:	Humand Develop III
CREDITS:	1
LEVEL:	L3C
CIP CODE:	19.0701
PREREQUISITE:	Human Development II
PROGRAM ASSESSMENTS:	HUMAN DEVELOPMENT WORKPLACE READINESS SKILLS
CTSO:	FCCLA

COURSE DESCRIPTION

This course is a continuation of Human Development II. This course allows advanced human development students to increase their understanding of human growth and development throughout the lifespan with a focus on middle adulthood through late adulthood. Topics include developmental stages and influences on physical, intellectual, social and emotional growth. Upon successful completion of this course, students will have acquired entry-level skills for employment and be prepared for postsecondary education.

TECHNICAL STANDARDS

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

Performance Standard 1.2 : Explore Career Paths and Opportunities in Family and Human Services Professions

Performance Indicators : 1.2.1, 1.2.3-1.2.4, 1.2.6

Performance Standard 1.4 : Adhere to Ethical Standards and Professional Guidelines

Performance Indicators : 1.4.1

Performance Standard 1.5 : Understand the Methodologies Used by Family Life Education Professionals and Other Human Services Providers

Performance Indicators : 1.5.4-1.5.8

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

Performance Standard 2.3 : Analyze Family Law and Public Policy

Performance Indicators : 2.3.1-2.3.4

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

Performance Standard 3.10 : Examine the Physical, Social, Emotional, and Cognitive Growth and Development of Early Adulthood: Ages 20 to 39

Performance Indicators : 3.10.1-3.10.22

Performance Standard 3.11 : Examine the Physical, Social, Emotional, and Cognitive Growth and Development of Middle Adulthood: Ages 40 to 65

Performance Indicators : 3.11.1-3.11.18

Performance Standard 3.12 : Examine the Physical, Social, Emotional, and Cognitive Growth and Development of Late Adulthood: Ages 66+

Performance Indicators : 3.12.1-3.12.17

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS**CONTENT STANDARD 1.0 : DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS**

Performance Standard 1.1 : Demonstrate Personal Qualities and People Skills

Performance Indicators : 1.1.1-1.1.7

Performance Standard 1.2 : Demonstrate Professional Knowledge and Skills

Performance Indicators : 1.2.1-1.2.10

Performance Standard 1.3 : Demonstrate Technology Knowledge and Skills

Performance Indicators : 1.3.1-1.3.4

ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS*

English Language Arts: Reading Standards for Literacy in Science and Technical Subjects
Writing Standards for Literacy in Science and Technical Subjects
Speaking and Listening

* Refer to the Human Development Standards for alignment by performance indicator

COMPLEMENTARY COURSE(S):

Programs that utilize the complementary courses can include the following courses. The Advanced Studies course allows for additional study through investigation and in-depth research.

COURSE TITLE:	Human Development Advanced Studies
ABBR. NAME:	Human Develop AS
CREDITS:	1
LEVEL:	AS
CIP CODE:	19.0701
PREREQUISITE:	Human Development III
CTSO:	FCCLA

COURSE DESCRIPTION

This course is offered to students who have achieved all content standards in a program whose desire is to pursue advanced study through investigation and in-depth research. Students are expected to work independently or in a team and consult with their supervising teacher for guidance. The supervising teacher will give directions, monitor, and evaluate the students' topic of study. Coursework may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. This course may be repeated for additional instruction and credit.

TECHNICAL STANDARDS

Students have achieved all program content standards and will pursue advanced study through investigation and in-depth research.

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS

Students have achieved all program content standards and will pursue advanced study through investigation and in-depth research.

SAMPLE TOPICS

- Portfolio Development
- Internship, Job Shadowing, Work Experience
- Independent Study Topics:
 - Department of Ageing
 - Department of Child and Family Services (Foster Care)
 - Child, Family and Community Wellness [Women, Infants and Children (WIC); Home Visiting; Maternal and Child Healthcare (MCH)
 - Department of Education (Early Childhood Education, Head Start, etc.)
- Careers in Human Services:
 - Agricultural Extension Agents
 - Counseling
 - Eldercare – Convalescent centers
 - Family and Consumer Sciences
 - Health Care – Nursing, Psychology
 - Social Work