Colorado CTE

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

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

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

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

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

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

Integrate knowledge, ski for sci

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

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technology, dietetics, and nutrition. CADV.03

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

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

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

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

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

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

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i. Implement and monitor a plan of action based on established standards and valued ends. CADV.05.04.I

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