

Career & Community Studies Curriculum Outcomes

Standards and Specifications
A. Self-Determination Skills
Self-determination skills are crucial for the success and quality of life for every individual. Being self-determined is not something that one can read about and become. It involves hands-on-interactions within many environments to become a self-determined person who can direct one's life. When one demonstrates abilities to apply the nine-skills of self-determination, they will attain greater motivation, perseverance, self-confidence, and satisfaction with life. However, before one can use the skills they must first learn the literacy of self-determination and then be provided many opportunities to practice them. The CCS program weaves these nine skills though out the curriculum to provide those opportunities in many environments.
Specifications for Standard 1: Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:
Standard 1: Understanding the vocabulary of self-determination and how each skill interacts with the other eight.
a. Demonstrate Problem-solving skills
b. Demonstrate Choice-making skills
c. Demonstrate Decision-making skills
d. Demonstrate Goal Setting skills
e. Demonstrate Self-Regulation skills
f. Demonstrate Goal Attainment skills
g. Demonstrate Self-Advocacy skills
h. Demonstrate Self-Awareness skills

- i. Demonstrate Self-Efficacy skills

B. Daily Living Skills

Most students receiving special education services have the potential to become independent or semi-independent citizens. Most can become home managers or homemakers; they will marry and raise families. A large percentage will not make large salaries; thus, it is crucial that they learn how to manage a home, family, and finances as effectively as possible. The competencies contained in this curriculum area include the following:

Context: It is particularly important for individuals to learn how to manage their money. This knowledge includes using and realizing the value of simple financial records, knowing how to obtain and use bank and credit facilities, and planning for wise expenditures. Computational skills in maintaining a checkbook and budget are also necessary.

Standard 1: Managing Personal Finances

Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:

- a. Make responsible expenditures
- b. Keep basic financial records
- c. Calculate and pay taxes
- d. Use credit responsibly, understanding credit card offers
- e. Use banking services
 - f. Identify expenses and sources of income (e.g. earnings, gifts)
- g. Develop budget plans to spend, save, and give to others
- h. Describe decision-making steps that lead to meeting financial needs and wants
- i. Saving money
- j. Compare banking tools to complete and manage finances
- k. Analyze types of credit available to individuals
- l. Recognize fraudulent practices that might impact financial stability
- m. Use multiple resources to enhance comprehension of financial literacy vocabulary
- n. Understanding a pay stub and withholdings
- o. Learn the basics of taxation, what they are, how they are collected, and consequences when you don't pay them
- p. Comparing purchase prices (e.g. cars) including estimating and budgeting for all related expenses (insurance, gas, repairs)
 - q. Compare buying or renting a home, understand expectations of mortgage lenders, and budgeting for home care

<p>Daily Living Skills</p> <p>Context: <i>Students must learn how to care properly for a home, its furnishings, and its equipment, particularly since such equipment is expensive to purchase and repair. Repair of appliances, broken furniture, electrical plugs, plumbing, and so forth should be emphasized in the curriculum.</i></p> <p>Standard 2: Selecting and Managing a Household</p>
<p>Specifications for Standard 2</p> <p>Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:</p> <p>a. Maintain home exterior/interior</p> <p>Use basic appliances and tools</p> <p>b. Select adequate housing</p> <p>c. Set up a household</p> <p>d. Maintain home grounds</p>
<p>Daily Living Skills</p> <p>Context: <i>Knowledge of grooming and hygiene methods, sexual matters, and physical fitness are examples of information an individual must have to take care of personal bodily needs. Lack of competency in these areas creates problems of acceptance and adjustment.</i></p> <p>Standard 3: Caring for Personal Need</p>
<p>Specifications for Standard 3</p> <p>Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:</p> <p>a. Demonstrate knowledge of physical fitness, nutrition, and weight.</p> <p>b. Exhibit proper grooming and hygiene.</p> <p>c. Dress appropriately.</p> <p>d. Demonstrate knowledge of common illness, prevention, and treatment.</p> <p>e. Practice personal safety.</p>

Daily Living Skills

Context: Students need to understand the components of effective family living: setting goals and making decisions, choosing lifestyles, managing available resources, expanding and controlling family size, providing for needs of children and adults, and ensuring the safety and health of all family members. (Also of importance is the understanding of childhood, adolescent, and adult sexual experiences).

Standard 4: Raising Children and Meeting Marriage Responsibilities

Specifications for Standard 4: Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:

a. Know psychological aspects of raising children.

b. Demonstrate marriage responsibilities.

Daily Living Skills

Context: A great majority of children in low-income families grow up with significant nutritional deficiencies. Instruction in planning meals; purchasing, caring for, and storing food; and preparing proper meals is extremely valuable. Learning how to work safely in the kitchen should be stressed, including the proper use and care of knives, stoves, and other equipment.

Standard 5: Buying, Preparing, and Consuming Food

Specifications for Standard 5

Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:

a. Purchase food.

b. Clean food preparation areas.

c. Store food.

d. Prepare meals

e. Demonstrate appropriate eating habits.

f. Plan/eat balanced meals.

<p>Daily Living Skills</p> <p>Context: <i>Learning how to purchase appropriate clothing and how to clean, press, and repair clothing should be included in the student's instruction. Another area of importance is constructing garments and other textile projects, such as drapes, wall hangings, and weavings.</i></p> <p>Standard 6: Buying and Caring for Clothing</p>
Specifications for Standard 6
Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:
a. Wash/clean clothing.
b. Purchase clothing.
<p>Daily Living Skills</p> <p>Context: <i>To become contributing members of the community, students must learn about the laws of the United States, what rights they have, how to register and vote, citizen responsibilities, state and local laws, customs, and other pertinent citizenship matters,</i></p> <p>Standard 7: Exhibiting Responsible Citizenship.</p>
Specifications for Standard 7: Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:
a. Demonstrate knowledge of civil rights and responsibilities.
b. Know nature of local, state, and federal governments.
c. Demonstrate knowledge of the law and ability to follow the law.
d. Demonstrate knowledge of citizen rights and responsibilities.
<p>Daily Living Skills</p> <p>Context: <i>Presently in the United States we are moving toward shorter work weeks while employment is becoming more difficult to obtain. Therefore, it is crucial that knowledge of possible leisure activities and resources be made available to all students. Such activities can also be valuable in building friendships, self-confidence, and other skills.</i></p> <p>Standard 8: Utilizing Recreational Facilities and Engaging in Leisure</p>
Specifications for Standard 8

Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:
a. Demonstrate knowledge of available community resources.
b. Choose and plan activities.
c. Demonstrate knowledge of the value of recreation.
d. Engage in group and individual activities.
e. Plan vacation time.
f. Demonstrate personal leisure values
g. Demonstrate personal leisure benefits
h. Analyze personal leisure choices to promote health
a. Demonstrate knowledge of traffic rules and safety.
b. Demonstrate knowledge and use of various means of transportation.
c. Find way around the community.
2. Personal-Social Skills
Developing independence, self-confidence, and socially acceptable behaviors and maintaining friendships are critical skills for students to learn if they are to adjust satisfactorily in the community, Continuing the previous list, the primary competencies that should be learned in this curriculum area are:
<i>Context: Students must learn to understand, accept, and respect their uniqueness as individuals. They must gain an understanding of their abilities, values, aspirations, and interests and how they can be incorporated into a lifestyle that will be meaningful and fruitful. Learning who they are and what they can do with their lives is an important precursor to each of the subsequent competencies needed for societal assimilation.</i>
Standard 10: Achieving Self-Awareness.
Specifications for Standard 10
Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:
a. Identify physical and psychological needs.
b. Identify interests and abilities.
c. Identify emotions.
d. Demonstrate knowledge of physical self.

Personal-Social Skills

Context: People from minority groups, including those with handicaps, are often subject of ridicule and rejection. They are frequently made to feel different, incompetent, and unwanted, which causes them to have degrading feelings and attitudes about themselves. Students need to be in an environment that gives them positive reinforcement, motivation, and appropriate conditions for learning and behaving. Unless negative feelings are overcome, and students can experience success related to community experiences, many students will fail at community living. This is a time of great change and personal confusion for youth, and they need to explore extensively their roles as individuals in society.

Standard Number 11: Acquiring Self-Confidence

Specifications for Standard 11

As evidence of meeting this standard, students must:

- a. Express feelings of self-worth.
- b. Describe others' perception of self.
- c. Accept and give criticism.
- d. Develop confidence in oneself.

Personal-Social Skills

Context: There are many children in our schools who fail to understand modes of social etiquette and appropriate social behaviors. Understanding the characteristics of others, how to react in various situations, how to form and maintain social relationships, dating, and eating out are examples of coping behaviors dealt with in this unit.

Standard Number 12: Achieving Socially Responsible Behavior

Specifications for Standard 12 Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:

- a. Develop respect for the rights and properties of others.
- b. Recognize authority and follow instructions.
- c. Demonstrate appropriate behavior in public areas.
- d. Know important character traits.
- e. Recognize personal roles.

Personal-Social Skills

Context: Learning to get along with people is one of the greatest problems all of us face. In too many

instances, research has demonstrated this to be a prime reason for loss of jobs, especially for workers with disabilities. Having an appropriate circle of friends with whom to associate during recreational and leisure time is another area of focus. Many people apparently lack knowledge of how to develop meaningful friendships.

Standard Number 13: Maintaining Good Interpersonal Skills

Specifications for Standard 13 Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:

a. Demonstrate listening and responding skills

b. Establish and maintain close relationships

c. Make and maintain friendships.

Personal-Social Skills

Context: Concentrated efforts to develop independence must be made; students must learn to do things by themselves. They must learn to accept responsibility for their own actions-for example, getting around in the community, choosing friends, getting to school on time, and deciding what to wear.

Standard Number 14: Achieving Independence

Specifications for Standard 14 Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:

a. Strive toward self-actualization

b. Demonstrate self-organization

c. Demonstrate awareness

d. Achieving independence

Personal-Social Skills

Context: Students must have the necessary communication skills to express themselves and understand others so that they can interact effectively, both verbally and nonverbally. The ability to make one's thoughts understood is extremely important, but it may be difficult, especially for slower learners.

Standard Number 15: Communicating with Others

Specifications for Standard 15: Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:
a. Recognize and respond to emergency situations
b. Communicate with understanding
c. Know subtleties of communication
<p>Occupational Guidance and Preparation</p> <p>Many people do not attain their true potential in the labor market. They are relegated to unskilled, low-paying jobs and become marginal workers. If people are to approach their true potential, they need to become more aware of diverse job possibilities, develop the necessary skills, be provided with varied work experiences, and learn to make logical and viable job choices as they move through the educational system. Thus, early educational efforts must be initiated in the areas of occupational awareness and counseling, work evaluation, work adjustment, vocational education and instruction, job tryouts, job placement, and follow-up.</p> <p>Context: Many children and youth have an extremely limited perspective of the world of work. They lack both relevant information and experience. Field trips, community speakers, summer work experience, the state employment service, films, and literature must be made available in a concentrated fashion.</p>
Standard Number 16: Knowing and Exploring Occupational Possibilities
Specifications for Standard 16: Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:
a. Identify remunerative aspects of work
b. Locate sources of occupational and training information
c. Identify personal values met through work
d. Identify societal values met through work
e. Classify jobs into occupational categories
f. Investigate local occupational and training opportunities.
<p>Occupational Guidance and Preparation</p> <p>Context: <i>Students must become aware of their specific abilities, interests, and needs, and how these relate to their future life work. Concentrated and periodic vocational evaluation and guidance are needed so that students will have sufficient information about themselves and their occupational options.</i></p>

Standard Number 17: Selecting and Planning Occupational Choice(s)
Specifications for Standard 17: Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:
a. Make realistic occupational choices
b. Identify requirements of appropriate and available jobs
c. Identify occupational aptitudes
d. Identify major occupational interests
e. Identify major occupational needs.
Occupational Guidance and Preparation <i>Context: It is important for educational programs to simulate working environments in the school setting besides those available in the community, so that appropriate work behaviors can be learned. Too many students possess a false concept of the characteristics of a good worker and do not develop the type of skills needed to enter the job market.</i>
Standard Number 19: Exhibiting Appropriate Work Habits and Behaviors
a. Follow directions and observe regulations
b. Recognize importance of attendance and punctuality
c. Recognize importance of supervision
d. Demonstrate knowledge of occupational safety
e. Work with others
f. Meet demands of quality work
Occupational Guidance and Preparation <i>Context: One of the greatest problems students face is not knowing how to find, apply for, and maintain employment. Students must learn the strategies to secure employment and know about resources available to them when they need assistance (e.g. state employment service, vocational rehabilitation, social services, rehabilitation facilities, classified ads).</i>
Standard Number 19: Seeking, Securing, and Maintaining Employment
Specifications for Standard 19: Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:

a. Search for a job
b. Apply for a job
c. Interview for a job
e. Demonstrates knowledge of competitive standards
f. Know how to adjust to changes in employment
<p>Occupational Guidance and Preparation</p> <p>Context:</p> <p>Standard Number 20: Exhibiting Sufficient Physical-Manual Skills</p>
<p>Specifications for Standard 20: Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:</p>
a. Demonstrate stamina and endurance
b. Correlate personal strengths, preferences, interests, and needs to identifying realistic employment goals.
<p>Occupational Guidance and Preparation</p> <p>Context: Learning specific job skills will not pigeonhole students for life and will not disqualify them later for work or instruction in another occupation. Vocational education and on-the-job training while attending the secondary program are crucial to a student's ultimate level of vocational attainment.</p> <p>Standard Number 21: Obtaining Specific Occupational Skills</p>
<p>Specifications for Standard 21: Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:</p>
a. There are no specific benchmarks, as they depend upon occupation specific skills
<p>Academic</p> <p>Context: Students are able to use basic communication skills for purposes and situations they will encounter throughout their lives.</p> <p>Standard Number 22: Using basic communication and math skills for daily life applications</p>

Specifications for Standard 22: Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:
a. Use reference tools (computer, books, etc.) to solve problems
b. Make sense of materials they read
c. Make sense of observations
d. Make sense of what they hear
e. Use mathematical ideas and procedures to communicate, reason, and solve problems
f. Organize information
g. Write using appropriate forms, conventions, and styles to communicate ideas and information
r. Speak to communicate ideas and information to various audiences and purposes
s. Make sense of ideas and communicate ideas with the visual arts
t. Make sense of ideas and communicate ideas with music
u. Use computers to collect, organize, and communicate information and ideas
Academic Context: Students shall develop their abilities to apply core concepts and principles from the sciences to what they will encounter throughout their lives. Standard Number 23: Applying concepts from science in daily life
Specifications for Standard 23: Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:
a. Use scientific way of thinking to solve real life problems
b. Use patterns to predict future events
c. Analyze systems and the ways their components affect each other
d. Use various strategies and technology to explain organization and function of living and non- living things
Academic Context: Students shall develop their abilities to apply core concepts and principles from mathematics to what they will encounter throughout their lives.

Standard Number 24: Applying concepts from mathematics in daily life
Specifications for Standard 24: Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:
a. Understand number concepts and use numbers appropriately and accurately
b. Understand mathematical procedures and use them appropriately and accurately
c. Understand measurement concepts and use them appropriately and accurately
d. Understand mathematical change concepts and use them appropriately and accurately
Academic
Context: Students shall develop their abilities to apply core concepts and principles from social studies to what they will encounter throughout their lives.
Standard Number 25: Applying concepts from social studies in daily life
Specifications for Standard 25: Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:
a. Interact effectively and work cooperatively with ethnic and cultural groups
b. Recognize and understand the relationship between people and geography
Academic
Context: Students shall develop their abilities to connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources.
Standard Number 26: Building on previously learned experiences to acquire new information through various media sources
Specifications for Standard 26: Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:
a. Connect knowledge and experiences from different subject areas
b. Use prior knowledge to develop new knowledge, skills, or interpret new experiences
c. Expand understanding of existing knowledge by making connections with new knowledge, skills, and experiences

Health Standards

The acquisition of basic health concepts and functional health knowledge provides a foundation for promoting health-enhancing behaviors among youth. This standard includes essential concepts that are based on established health behavior theories and models. Concepts that focus on both health promotion and risk reduction are included in the performance indicators.

Standard Number 27: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Specifications for Standard 27: Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:

- a. Predict how healthy behaviors can affect health status
- b. Describe the interrelationships of emotional, intellectual, physical, and social health
- c. Identify how environment and personal health are interrelated
- d. Analyze how genetics and family history can impact personal health
- e. Propose ways to reduce or prevent injuries and health problems
- f. Analyze the relationship between access to health care and health status
- g. Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors
- h. Analyze personal susceptibility to injury, illness or death if engaging in unhealthy behaviors
- i. Analyze the potential severity of injury or illness if engaging in unhealthy behaviors

Health Standards

Context: Health is affected by a variety of positive and negative influences within society. This standard focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors among youth including personal values, beliefs and perceived norms.

Standard Number 28: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Specifications for Standard 28: Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:

- a. Describe how family influences the health of individuals
- b. Identify how the culture supports and challenges health beliefs, practices, and behaviors
- c. Describe how peers influence healthy and unhealthy behaviors

d. Describe how the school and community can impact personal health practice and behaviors
e. Describe the effect of media on personal and family health
f. Describe the impact of technology on personal, family and community health
g. Identify how the perceptions of norms influence healthy and unhealthy behaviors
h. Describe the influence of personal values and beliefs on individual health practices and behaviors
i. Identify how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors
Health Standards Context: Accessing valid health information and health-promoting products and services is critical in the prevention, early detection, and treatment of health problems. This standard focuses on how to identify and access valid health resources and to reject unproven sources. Application of the skills of analysis, comparison and evaluation of health resources empowers students to achieve health literacy. Standard Number 29: Students will demonstrate the ability to access valid information and products and services to enhance health. Specifications for Standard 29: Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:
a. Identify the validity of health information, products and services
b. Use resources from home, school and community that provide valid health information
c. Determine the accessibility of products and services that enhance health
d. Determine when professional health services may be required
e. Access valid and reliable health products and services
Health Standards Context: Effective communication enhances personal, family, and community health. This standard focuses on how responsible individuals use verbal and non-verbal skills to develop and maintain healthy personal relationships. The ability to organize and to convey information and feelings is the basis for strengthening interpersonal interactions and reducing or avoiding conflict. Standard Number 30: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Specifications for Standard 30:: Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:
a. Utilize skills for communicating effectively with family, peers, and others to enhance health
b. Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks
c. Demonstrate strategies to prevent, manage or resolve interpersonal conflicts without harming self or others
d. Demonstrate how to ask for and aid others to enhance the health of self and others

e. Demonstrate understanding of potential risks and harm when using on-line media

Health Standards

Context: Decision-making skills are needed in order to identify, implement and sustain health-enhancing behaviors. This standard includes the essential steps that are needed to make healthy decisions as prescribed in the performance indicators. When applied to health issues, the decision-making process enables individuals to collaborate with others to improve quality of life.

Standard Number 31: Students will demonstrate the ability to use decision-making skills to enhance health.

Specifications for Standard 31: Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:

- a. Examine barriers that can hinder healthy decision making.
- b. Determine the value of applying a thoughtful decision-making process in health-related situations
- c. Justify when individual or collaborative decision making is appropriate
- d. Generate alternatives to health-related issues or problems
- e. Predict the potential short and long-term impact of each alternative on self and others
- f. Defend the healthy choice when making decisions
- g. Evaluate the effectiveness of health-related decisions

Health Standards

Context: Goal-setting skills are essential to help students identify, adopt and maintain healthy behaviors. This standard includes the critical steps needed to achieve both short-term and long-term health goals. These skills make it possible for individuals to have aspirations and plans for the future.

Standard Number 32: Students will demonstrate the ability to use goal-setting skills to enhance health.

Specifications for Standard 32: Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:

- a. Assess personal health practices and overall health status
- b. Develop a plan to attain a personal health goal that addresses strengths, needs, and risks
- c. Implement strategies and monitor progress in achieving a personal health goal
- d. Formulate an effective long-term personal health plan

Health Standards

Context: Research confirms that the practice of health enhancing behaviors can contribute to a positive quality of life. In addition, many diseases and injuries can be prevented by reducing harmful and risk-taking behaviors. This standard promotes the acceptance of personal responsibility for health and encourages the practice of healthy behaviors.

Standard Number 33: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Specifications for Standard 33: Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:

- a. Describe the role of individual responsibility in enhancing health
- b. Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others
- c. Demonstrate a variety of behaviors that avoid or reduce health risks to self and others

Health Standards

Context: Advocacy skills help students promote healthy norms and healthy behaviors. This standard helps students develop important skills to target their health enhancing messages and to encourage others to adopt healthy behaviors.

Standard Number 34: Students will demonstrate the ability to advocate for personal, family and community health.

Specifications for Standard 34: Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:

- a. Utilize accurate peer and societal norms to formulate a health-enhancing message
- b. Work cooperatively as an advocate for improving, personal, family and community health
- c. Adapt health messages and communication techniques to a specific target audience

Technology Standards

Context: Technology skills are crucial to our modern world from staying connected to others via email to submitting a job application. This standard allows for understanding and applying skills in various technology applications.

Standard Number 35: Students will demonstrate the ability to manage and navigate various technology uses and resources helpful in daily life and work situations.

Specifications of Standard 35: Demonstrate knowledge and skills related to appropriate uses of technology.

- a. Demonstrate ability to communicate with understanding through various computer applications and tools.
- b. Interact effectively and work with others.
- c. Build on previously learned experiences to acquire new information through various media sources.
- d. Connect knowledge and experiences from different subject areas.
- e. Use prior knowledge to develop and to communicate new knowledge, skills, or interpret new experiences.
- f. Learn to use tools in MicroSoft Word in order to complete work tasks.

g. Access information by using portals such as KSU Learning Management System, and other websites.