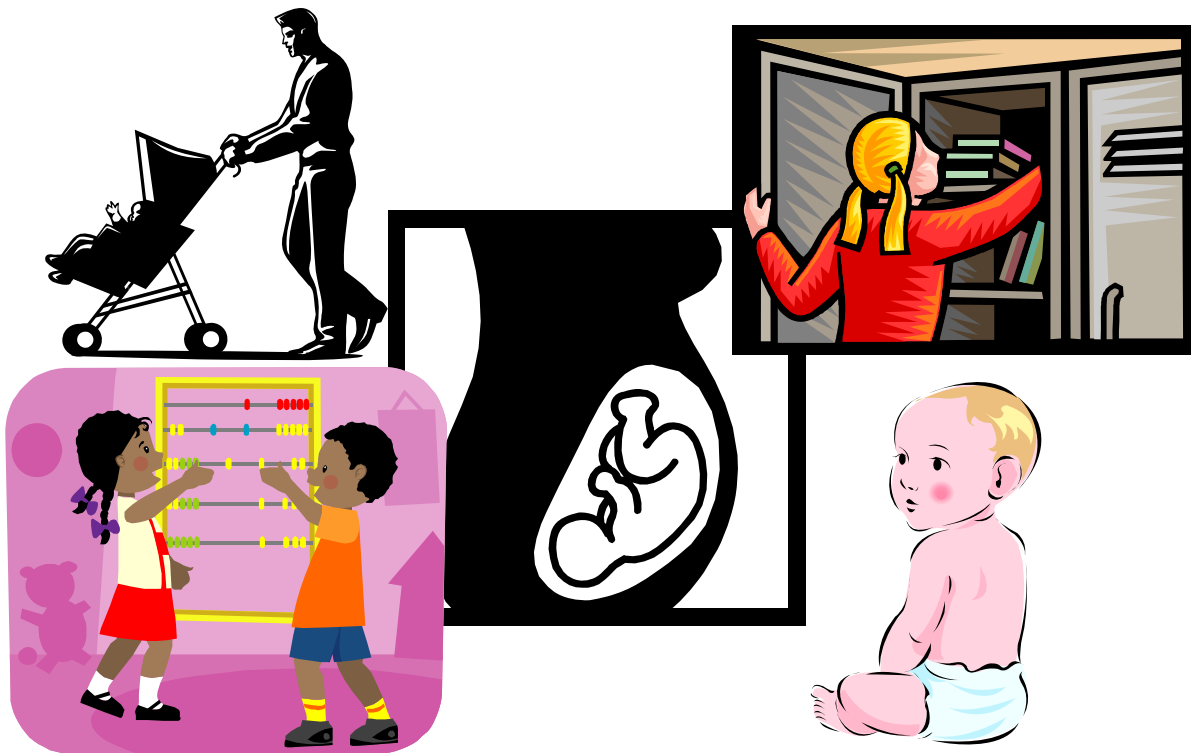


High School Child Development Curriculum Essentials Document



Introduction

Child Development will build a positive understanding of children's growth and development and a solid foundation of parenting skills. This class includes hands on work with 3-5 year old children while running and organizing children's activities.

Child Development students learn theories of development and growth as well as techniques to use when working with children through class activities, presentations, discussion, videos, guest speakers and field trips. They then apply principles learned in hands on situations in the playschool environment.

Child Development is a good class for anyone interested in being a, teacher, day care provider, nurse, doctor or parent. It also is a great foundation for students interested in psychology, sociology and human development.

Child Development Overview

Course Description	Topics at a Glance
<p>Child Development offers the opportunity to develop a positive understanding of the growth and development of children and parenting skills. Class activities will emphasize the responsibilities and challenges of parenting. Also, the class may include a play school whereby student apply techniques or working with children.</p>	<ul style="list-style-type: none"> • Decision to Parent & Parenting Options • Discipline • Teen Pregnancy and Parenting • Prenatal Care and Development • Birth and Delivery • Infancy • Toddlerhood: <ul style="list-style-type: none"> • 1-3 years • Pre-School Age: <ul style="list-style-type: none"> • 4-6 years • Children's Learning Activities • Play School
Assessments	<p style="text-align: center;">H61 Child Development Level: 10-12 Course Length: 1 semester Prerequisites: None Credits: 5 Graduation Requirement: Practical Experience Other</p> <p>Practical Experiences <i>To meet BVSD graduation requirements in 2010 and beyond, students need 5 credits in Computer Science or Applied Technology; if this requirement is fulfilled in grades 6-8, 5 credits in Business, Consumer and Family Studies, Computer Science, Applied Technology, or Technical Education will meet this requirement</i></p> <p>Recommended Text and Resources:</p> <ol style="list-style-type: none"> 1. <u>Child Development: Early Stages Through Age 12, 7th Edition</u> By: Celia Anita Decker, Ed.D. ISBN: 978-1-60525-293-3 2. RealCare Infant Simulations: (http://www.realityworks.com/infantsimulations/index.asp) <ol style="list-style-type: none"> a. RealCare Baby b. RealCare Shaken Baby c. RealCare Drug-Affected Baby d. RealCare Fetal Alcohol Syndrome Baby 3. Pregnancy Simulation (http://www.realityworks.com/pregnancysimulation/index.asp)
<ul style="list-style-type: none"> • Observations • Participation • Performance Tasks • Rubrics • Portfolios • Presentations • Hands on Projects 	

COLORADO COMMUNITY COLLEGE SYSTEM CAREER & TECHNICAL EDUCATION TECHNICAL STANDARDS REVISION & ACADEMIC ALIGNMENT PROCESS

Colorado's 21st Century Career & Technical Education Programs have evolved beyond the historic perception of vocational education. They are Colorado's best kept secret for:

- Relevant & rigorous learning
- Raising achievement among all students
- Strengthening Colorado's workforce & economy

Colorado Career & Technical Education serves more than 116,000 Colorado secondary students annually through 1,200 programs in 160 school districts, 270 High Schools, 8 Technical Centers, 16 Community Colleges & 3 Technical Colleges. One of every three Colorado high school students gains valuable experiences by their enrollment in these programs.

ALIGNMENT REQUIRED BY SB 08-212

22-7-1005. Preschool through elementary and secondary education - aligned standards - adoption - revisions.

2(b): In developing the preschool through elementary and secondary education standards, the State Board shall also **take into account any Career & Technical Education standards** adopted by the State Board for Community Colleges and Occupational Education, created in Section 23-60-104, C.R.S., and, **to the extent practicable**, shall **align the appropriate portions of the preschool through elementary and secondary education standards with the Career and Technical standards.**

STANDARDS REVIEW AND ALIGNMENT PROCESS

Beginning in the fall of 2008, the Colorado Community College System conducted an intensive standards review and alignment process that involved:

NATIONAL BENCHMARK REVIEW

Colorado Career & Technical Education recently adopted the Career Cluster and Pathway Model endorsed by the United State Department of Education, Division of Adult and Technical Education. This model provided access to a national set of business and industry validated knowledge and skill statements for 16 of the 17 cluster areas. California and Ohio provided the comparative standards for the Energy cluster

- Based on this review Colorado CTE has moved from program-specific to Cluster & Pathway based standards and outcomes
- In addition, we arrived at fewer, higher, clearer and more transferrable standards, expectations and outcomes.

COLORADO CONTENT TEAMS REVIEW

The review, benchmarking and adjusting of the Colorado Cluster and Pathway standards, expectations and outcomes was through the dedicated work of Content Teams comprised of secondary and postsecondary faculty from across the state. Participation by instructors from each level ensured competency alignment between secondary and postsecondary programs. These individuals also

proposed the draft academic alignments for math, science reading, writing and communication, social studies (including Personal Financial Literacy) and post secondary and workforce readiness (PWR.)

ACADEMIC ALIGNMENT REVIEW

In order to validate the alignment of the academic standards to the Career & Technical Education standards, subject matter experts in math, science, reading, writing and communication, and social studies were partnered with career & technical educators to determine if and when a true alignment existed.

CURRENT STATUS

- One set of aligned Essential skills to drive Postsecondary and Workforce Readiness inclusion in all Career & Technical Education programs.
- 52 pathways with validated academic alignments
- 12 pathways with revised standards ready for alignment (currently there are no approved programs in these pathways)
- 21 pathways where no secondary programming currently exists. Standards and alignments will be developed as programs emerge.
- Available for review at: www.coloradostateplan.com/content_standards.htm

Colorado Career & Technical Education Standards Academic Alignment Reference System

The Career & Technical Education standards have been organized by Career Cluster (17) and Pathway (81). In addition, a set of “Essential Skills” was developed to ensure the Postsecondary and Workforce Readiness within any cluster or pathway. These workforce readiness skills are applicable to all career clusters and should form the basis of each CTE program.

Organization

Essential Skills

There exists a common set of knowledge and skills that are applicable to all students regardless of which cluster or pathway they choose. This set of standards, is meant for inclusion in each program to enhance the development of postsecondary and workforce readiness skills.

Career Cluster

A Career Cluster is a grouping of occupations and broad industries based on commonalities. The 17 Career Clusters organize academic and occupational knowledge and skills into a coherent course sequence and identify pathways from secondary schools to two- and four-year colleges, graduate schools, and the workplace. Students learn in school about what they can do in the future. This connection to future goals motivates students to work harder and enroll in more rigorous courses.

Career Pathway

Pathways are sub-groupings of occupations/career specialties used as an organizing tool for curriculum design and instruction. Occupations/career specialties are grouped into Pathways based on the fact that they require a set of common knowledge and skills for career success.

Prepared Completer Competency

This level targets the “big ideas” in each pathway. These are the competencies that all students who complete a CTE pathway must master to ensure their success in a postsecondary and workforce setting. Prepared Completer Competencies will not usually be “course” specific but grow with the student’s progression through the sequence of courses.

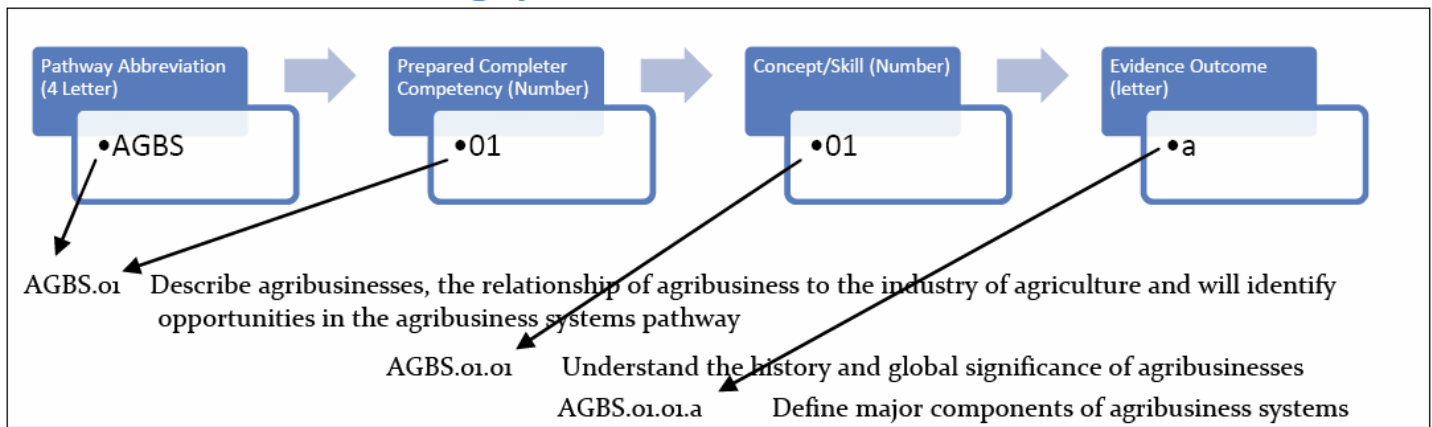
Concept/Skill

The articulation of the concepts and skills that indicates a student is making progress toward being a prepared completer. They answer the question: *What do students need to know and be able to do?*

Evidence Outcome

The indication that a student is meeting an expectation at the mastery level. *How do we know that a student can do it?*

CTE Standards Numbering System



Academic Alignments

Academic alignments, where appropriate in Math, Reading, Writing and Communication, Science and Social Studies (including Personal Financial Literacy) were defined by CTE and academic subject matter experts using the following criteria:

- It was a point where technical and academic content naturally collided;
- The student must demonstrate adequate proficiency with the academic standard to perform the technical skill; and
- It could be assessed for both academic and technical understanding.

Colorado's CTE programs have had academic alignments dating back to the early 1990's. While these alignments resulted in an increase in academic focus in CTE programs, the reality is that a true transformation in intentional teaching toward the academic standard was limited.

With these alignments comes a new expectation: If a CTE instructor is teaching a CTE concept that has an identified alignment, they must also be intentional about their instruction of the academic standard. CCCS will be providing professional development and instructional resources to assist with the successful implementation of this new expectation. In addition, this expanded expectation will require increased collaboration between CTE and academic instructors to transform teaching and learning throughout each school.

For each set of Cluster and Pathway standards, the academic alignments have been included and are separated by academic area. CCCS chose to align at the "Evidence Outcome" level. The aligned academic evidence outcome follows the CTE evidence outcome to which it has been aligned. For a sample, see Illustration A.

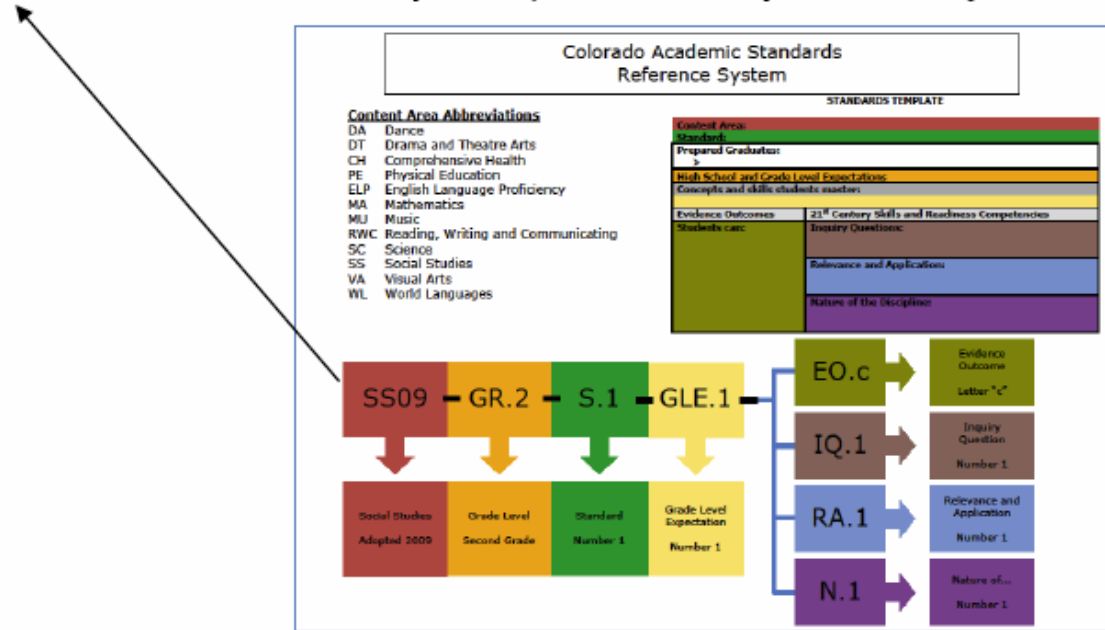
Illustration A

AGBS.01 The student will describe agribusinesses, the relationship of agribusiness to the industry of agriculture and will identify opportunities in the agribusiness systems pathway

AGBS.01.01 The student will understand the history and global significance of agribusinesses

AGBS.01.01.b Define the major trends and relationship of agribusiness to global agriculture production

MA10-GR.HS-S.1-GLE.2-EO.a Reason quantitatively and use units to solve problems (CCSS: N-Q)



The academic standard number used in the alignments matches the Colorado Department of Education standards numbering convention.

Career Pathway Abbreviations

Sector	Career Cluster	Career Pathway	Abbreviation
Agriculture, Natural Resources and Energy	Agriculture and Natural Resources Cluster	Agriculture and Natural Resources Cluster	AGCL
	Agriculture and Natural Resources Cluster	Agribusiness Systems Pathway	AGBS
	Agriculture and Natural Resources Cluster	Animal Science Pathway	ANSC
	Agriculture and Natural Resources Cluster	Food Products and Processing Systems Pathway	FPPS
	Agriculture and Natural Resources Cluster	Natural Resources and Environmental Systems Pathway	NRES
	Agriculture and Natural Resources Cluster	Plant Science Pathway	PLSC
	Agriculture and Natural Resources Cluster	Power Structural and Technical Systems Pathway	PSTS
	Energy Cluster	Energy Efficiency & Environmental Technology	EEET
	Energy Cluster	Renewable Energy Production	RNEP

	Energy Cluster	Electrical Energy Transmission & Distribution	ELTD
	Energy Cluster	Electromechanical Generation & Maintenance	EMGN
	Energy Cluster	Fossil Energy Extraction, Processing & Distribution	FSEP
Business, Marketing, Government and Public Administration	Finance Cluster	Accounting Pathway	FIAC
	Finance Cluster	Banking Services Pathway	FIBS
	Finance Cluster	Corporate Finance Pathway	FICF
	Finance Cluster	Insurance Pathway	FIIN
	Finance Cluster	Securities and Investments Pathway	FISI
	Government and Public Administration Cluster	Foreign Service Pathway	GPFS
	Government and Public Administration Cluster	Governance Pathway	GPAG
	Government and Public Administration Cluster	Planning Pathway	GPAP
	Government and Public Administration Cluster	Public Management and Administration Pathway	GPMA
	Government and Public Administration Cluster	Regulation Pathway	GPAR
	Government and Public Administration Cluster	Revenue and Taxation Pathway	GPRT
	Management and Administration Cluster	Administrative Services Pathway	MAAS
	Management and Administration Cluster	Business Information Technology Pathway	MAIT
	Management and Administration Cluster	Corporate/General Management Pathway	MAGM
	Management and Administration Cluster	Human Resource Management Pathway	MAHR
	Management and Administration Cluster	Operations Management Pathway	MAOM
Marketing Cluster	Marketing Communications Pathway	MKTC	
Marketing Cluster	Marketing Management Pathway	MKMN	
Marketing Cluster	Marketing Research Pathway	MKMR	
Marketing Cluster	Merchandising Pathway	MKME	
	Marketing Cluster	Professional Sales/Sales Management Pathway	MKPS
Postsecondary and Workforce Readiness	Academic & Career Success	ACE	ESSK
	Academic & Career Success	World of Work	WOWR
Health Science, Criminal Justice and Public Safety	Health Science Cluster	Therapeutic Services Pathway	THSR
	Law, Public Safety, Corrections, & Security	Emergency and Fire Management Services Pathway	EMFM
	Law, Public Safety, Corrections, & Security	Law Enforcement Services Pathway	LEAS

Hospitality, Human Services and Education (Family and Consumer Sciences)	Education & Training Cluster	Teaching and Training Pathway	TCTR
	Hospitality and Tourism Cluster	Restaurants and Food and Beverage Services Pathway (Culinary Arts)	CULA
	Hospitality and Tourism Cluster	Restaurants and Food and Beverage Services Pathway (Catering)	CATR
	Human Service Cluster	Early Childhood Development Pathway (Child & Adolescent Development)	CADV
	Human Service Cluster	Family and Community Services Pathway (Nutrition and Wellness)	NUWL
	Human Service Cluster	Family and Community Services Pathway (Food Science, Dietetics and Nutrition)	FSDN
	Human Service Cluster	Family and Community Services Pathway (Life Management)	LMGT
	Human Service Cluster	Family and Community Services Pathway (Relationships)	RELA
	Human Service Cluster	Personal Care Services Pathway (Cosmetology)	PCSP
Skilled Trades and Technical Sciences	Architecture and Construction Cluster	Construction Pathway	CONP
	Architecture and Construction Cluster	Design and Pre-Construction Pathway	DPCP
	Architecture and Construction Cluster	Maintenance and Operations Pathway	MOPP
	Manufacturing Cluster	Maintenance, Installation and Repair Pathway	MIRP
	Manufacturing Cluster	Manufacturing Production Pathway	MPRP
	Transportation, Distribution, and Logistics Cluster	Facility and Mobile Equipment Maintenance Pathway	FEMP
	Transportation, Distribution, and Logistics Cluster	Logistics, Planning and Management Services Pathway	LPMP
	Transportation, Distribution, and Logistics Cluster	Sales and Service Pathway	TSSP
	Transportation, Distribution, and Logistics Cluster	Transportation/Systems Infrastructure Pathway	TROP
	Transportation, Distribution, and Logistics Cluster	Warehousing and Distribution Center Operations Pathway	WDOP
STEM, Arts, Design and IT	Arts, A/V Technology and Communication Cluster	ARTS CORE CLUSTER	ARCO
	Arts, A/V Technology and Communication Cluster	Audio/Video Technology and Film Pathway	AVTF
	Arts, A/V Technology and Communication Cluster	Journalism and Broadcasting Pathway	COJB
	Arts, A/V Technology and Communication Cluster	Performing Arts Pathway-Dance, Music, Theatre & Playwriting	ARPA
	Arts, A/V Technology and Communication Cluster	Performing Arts Pathway-Technical Theatre Design & Production	ARTT

	Arts, A/V Technology and Communication Cluster	Printing/Publishing Pathway	COPP
	Arts, A/V Technology and Communication Cluster	Visual and Design Arts Pathway	ARVD
	Arts, A/V Technology and Communication Cluster	Visual and Design Arts Pathway (Interior Design)	INTD
	Arts, A/V Technology and Communication Cluster	Visual and Design Arts Pathway (Fashion Design and Merchandising)	FDAM
	Information Technology Cluster	IT CORE CLUSTER	ITCO
	Information Technology Cluster	Interactive Media Pathway	ITIM
	Information Technology Cluster	Network Systems Pathway & Telecommunications	ITNT
	Information Technology Cluster	Programming and Software Engineering Pathway	ITPR
	STEM Cluster	STEM Cluster Standards	STCO

Prepared Graduates

The preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

1. CTE Essential Skills: Academic Foundations

ESSK.01: Achieve additional academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within a career cluster.

Prepared Graduate Competencies in the CTE Essential Skills standard:

- Complete required training, education, and certification to prepare for employment in a particular career field
- Demonstrate language arts, mathematics, and scientific knowledge and skills required to pursue the full range of post-secondary and career opportunities

2. CTE Essential Skills: Communications Standards

ESSK.02: Use oral and written communication skills in creating, expressing, and interrupting information and ideas, including technical terminology and information

Prepared Graduate Competencies in the CTE Essential Skills standard:

- Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice
- Demonstrate use of concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication in the workplace

3. CTE Essential Skills: Problem Solving and Critical Thinking

ESSK.03: Solve problems using critical thinking skills (analyze, synthesize, and evaluate) independently and in teams using creativity and innovation.

Prepared Graduate Competencies in the CTE Essential Skills standard:

- Employ critical thinking skills independently and in teams to solve problems and make decisions
- Employ critical thinking and interpersonal skills to resolve conflicts with staff and/or customers
- Conduct technical research to gather information necessary for decision-making

4. CTE Essential Skills: Safety, Health, and Environmental

ESSK.06: Understand the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance

Prepared Graduate Competencies in the CTE Essential Skills standard:

- Implement personal and jobsite safety rules and regulations to maintain safe and helpful working conditions and environment
- Complete work tasks in accordance with employee rights and responsibilities and employers obligations to maintain workplace safety and health

5. CTE Essential Skills: Leadership and Teamwork

ESSK.07: Use leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives

Prepared Graduate Competencies in the CTE Essential Skills standard:

- Employ leadership skills to accomplish organizational skills and objectives

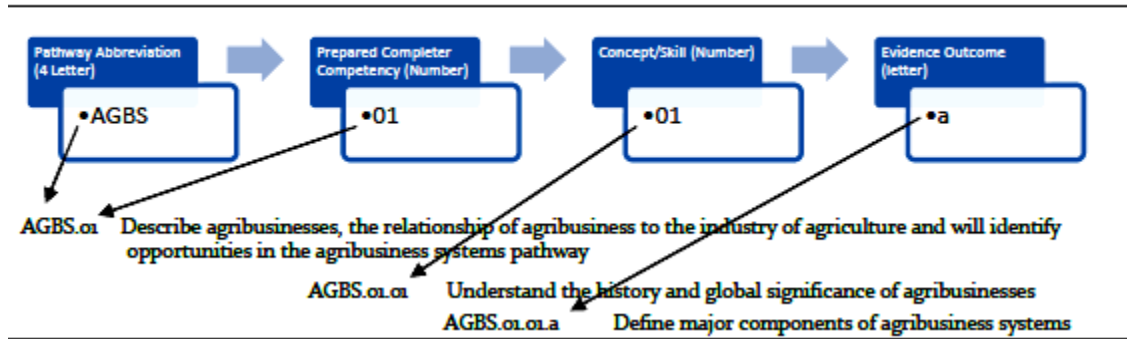
6. CTE Essential Skills: Employability and Career Development

ESSK.09: Know and understand the importance of employability skills; explore, plan, and effectively manage careers; know and understand the importance of entrepreneurship skills

Prepared Graduate Competencies in the CTE Essential Skills standard:

- Identify and demonstrate positive work behaviors and personal qualities needed to be employable
- Develop skills related to seeking and applying for employment to find and obtain a desired job

CTE Standards Numbering System



Child Development

CADV.01 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.

RWC10-GR.10-S.1-GLE.2-EO.a Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.9-10.1) a.i-Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful,

RWC10-GR.11-S.2-GLE.2-EO.b Use Craft and Structure to: i. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (CCSS: RI.11-12.4), ii. Use text features and graphical representations to complement comprehension and enhance critical analysis of a text, iii. Analyze and evaluate the effectiveness

RWC10-GR.11-S.4-GLE.2-EO.b Evaluate strengths and weaknesses of their logic and logic of others by using criteria including relevance,

	clarity, accuracy, fairness, significance, depth, breadth, logic and precision
RWC10-GR.11-S.4-GLE.2-EO.c	Determine the extent to which they entered empathetically into competing points of view, exercised confidence in reason, recognized the limits of their knowledge on the topic (intellectual humility), explored alternative approaches to solving or addressing complex problems (intellectual flexibility), and were open to constructive critique (intellectual open-mindedness)
RWC10-GR.11-S.4-GLE.2-EO.d	Analyze and assess the logic of the interdisciplinary domains inherent in reasoning through complex situations
RWC10-GR.12-S.2-GLE.2-EO.c	Use reading and note-taking strategies (outlining, mapping systems, skimming, scanning, key word search) to organize information and make connections within and across informational texts
PWR.01.01.d	Access and use primary and secondary sources to explain questions being researched
CADV.01.01.b	Analyze interrelationships among physical, emotional, social, and intellectual aspects of human growth and development.
RWC10-GR.10-S.1-GLE.2-EO.a	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.9-10.1) a.i-Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful,
RWC10-GR.11-S.2-GLE.2-EO.b	Use Craft and Structure to: i. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (CCSS: RI.11-12.4), ii. Use text features and graphical representations to complement comprehension and enhance critical analysis of a text, iii. Analyze and evaluate the effectiveness
RWC10-GR.11-S.4-GLE.2-EO.b	Evaluate strengths and weaknesses of their logic and logic of others by using criteria including relevance,

	clarity, accuracy, fairness, significance, depth, breadth, logic and precision
RWC10-GR.11-S.4-GLE.2-EO.c	Determine the extent to which they entered empathetically into competing points of view, exercised confidence in reason, recognized the limits of their knowledge on the topic (intellectual humility), explored alternative approaches to solving or addressing complex problems (intellectual flexibility), and were open to constructive critique (intellectual open-mindedness)
RWC10-GR.11-S.4-GLE.2-EO.d	Analyze and assess the logic of the interdisciplinary domains inherent in reasoning through complex situations
RWC10-GR.12-S.2-GLE.2-EO.c	Use reading and note-taking strategies (outlining, mapping systems, skimming, scanning, key word search) to organize information and make connections within and across informational texts
CADV.01.01.c	Analyze current and emerging research about human growth and development, including research on brain development.
RWC10-GR.10-S.1-GLE.2-EO.a	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.9-10.1) a.i-Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful,
RWC10-GR.11-S.2-GLE.2-EO.b	Use Craft and Structure to: i. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (CCSS: RI.11-12.4), ii. Use text features and graphical representations to complement comprehension and enhance critical analysis of a text, iii. Analyze and evaluate the effectiveness
RWC10-GR.11-S.4-GLE.2-EO.b	Evaluate strengths and weaknesses of their logic and logic of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic and precision

RWC10-GR.11-S.4-GLE.2-EO.c	Determine the extent to which they entered empathetically into competing points of view, exercised confidence in reason, recognized the limits of their knowledge on the topic (intellectual humility), explored alternative approaches to solving or addressing complex problems (intellectual flexibility), and were open to constructive critique (intellectual open-mindedness)
RWC10-GR.11-S.4-GLE.2-EO.d	Analyze and assess the logic of the interdisciplinary domains inherent in reasoning through complex situations
RWC10-GR.12-S.2-GLE.2-EO.c	Use reading and note-taking strategies (outlining, mapping systems, skimming, scanning, key word search) to organize information and make connections within and across informational texts
SS09-GR.HS-S.2-GLE.1-EO.b	Create and interpret various graphs, tables, charts, and thematic maps

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

CADV.01.02.a	Analyze the effect of heredity and environment on human growth and development.
RWC10-GR.10-S.4-GLE.1-EO.b	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (CCSS: W.9-10.8)
RWC10-GR.10-S.4-GLE.1-EO.d	Identify and evaluate potential sources of information for accuracy, reliability, validity, and timeliness
RWC10-GR.11-S.4-GLE.1-EO.e	Document sources of quotations, paraphrases, and other information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA)
RWC10-GR.11-S.4-GLE.2-EO.b	Evaluate strengths and weaknesses of their logic and logic of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic and precision
RWC10-GR.11-S.4-GLE.2-EO.c	Determine the extent to which they entered empathetically into competing points of view, exercised confidence in reason, recognized the limits of their knowledge on the topic (intellectual humility),

	explored alternative approaches to solving or addressing complex problems (intellectual flexibility), and were open to constructive critique (intellectual open-mindedness)
RWC10-GR.11-S.4-GLE.2-EO.d	Analyze and assess the logic of the interdisciplinary domains inherent in reasoning through complex situations
RWC10-GR.12-S.1-GLE.1-EO.f	Select appropriate technical or specialized language
RWC10-GR.12-S.2-GLE.2-EO.c	Use reading and note-taking strategies (outlining, mapping systems, skimming, scanning, key word search) to organize information and make connections within and across informational texts
RWC10-GR.12-S.3-GLE.3-EO.a	Follow the conventions of standard English to write varied, strong, correct, complete sentences
SC09-GR.HS-S.2-GLE.7-EO.c	Recognize that proteins carry out most cell activities and mediate the effect of genes on physical and behavioral traits in an organism
SC09-GR.HS-S.2-GLE.7-EO.d	Evaluate data showing that offspring are not clones of their parents or siblings due to the meiotic processes of independent assortment of chromosomes, crossing over, and mutations
CADV.01.02.b	Analyze the impact of social, economic, and technological forces on individual growth and development.
RWC10-GR.10-S.4-GLE.1-EO.b	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (CCSS: W.9-10.8)
RWC10-GR.10-S.4-GLE.1-EO.d	Identify and evaluate potential sources of information for accuracy, reliability, validity, and timeliness
RWC10-GR.11-S.4-GLE.1-EO.e	Document sources of quotations, paraphrases, and other information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA)
RWC10-GR.11-S.4-GLE.2-EO.b	Evaluate strengths and weaknesses of their logic and logic of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic and precision

RWC10-GR.11-S.4-GLE.2-EO.c	Determine the extent to which they entered empathetically into competing points of view, exercised confidence in reason, recognized the limits of their knowledge on the topic (intellectual humility), explored alternative approaches to solving or addressing complex problems (intellectual flexibility), and were open to constructive critique (intellectual open-mindedness)
RWC10-GR.11-S.4-GLE.2-EO.d	Analyze and assess the logic of the interdisciplinary domains inherent in reasoning through complex situations
RWC10-GR.12-S.1-GLE.1-EO.f	Select appropriate technical or specialized language
RWC10-GR.12-S.2-GLE.2-EO.c	Use reading and note-taking strategies (outlining, mapping systems, skimming, scanning, key word search) to organize information and make connections within and across informational texts
RWC10-GR.12-S.3-GLE.3-EO.a	Follow the conventions of standard English to write varied, strong, correct, complete sentences
SS09-GR.HS-S.2-GLE.1-EO.b	Create and interpret various graphs, tables, charts, and thematic maps
CADV.01.02.c	Analyze the effects of gender, ethnicity, and culture on individual development.
RWC10-GR.10-S.4-GLE.1-EO.b	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (CCSS: W.9-10.8)
RWC10-GR.10-S.4-GLE.1-EO.d	Identify and evaluate potential sources of information for accuracy, reliability, validity, and timeliness
RWC10-GR.11-S.4-GLE.1-EO.e	Document sources of quotations, paraphrases, and other information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA)
RWC10-GR.11-S.4-GLE.2-EO.b	Evaluate strengths and weaknesses of their logic and logic of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic and precision
RWC10-GR.11-S.4-GLE.2-EO.c	Determine the extent to which they entered empathetically into competing points of view,

	exercised confidence in reason, recognized the limits of their knowledge on the topic (intellectual humility), explored alternative approaches to solving or addressing complex problems (intellectual flexibility), and were open to constructive critique (intellectual open-mindedness)
RWC10-GR.11-S.4-GLE.2-EO.d	Analyze and assess the logic of the interdisciplinary domains inherent in reasoning through complex situations
RWC10-GR.12-S.1-GLE.1-EO.f	Select appropriate technical or specialized language
RWC10-GR.12-S.2-GLE.2-EO.c	Use reading and note-taking strategies (outlining, mapping systems, skimming, scanning, key word search) to organize information and make connections within and across informational texts
RWC10-GR.12-S.3-GLE.3-EO.a	Follow the conventions of standard English to write varied, strong, correct, complete sentences
PWR.01.04.c	Build conceptual frameworks based on an understanding of themes and the overall flow of events
CADV.01.02.d	Analyze the effects of life events on individuals' physical, intellectual, social, moral, and emotional development.
RWC10-GR.10-S.4-GLE.1-EO.b	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (CCSS: W.9-10.8)
RWC10-GR.10-S.4-GLE.1-EO.d	Identify and evaluate potential sources of information for accuracy, reliability, validity, and timeliness
RWC10-GR.11-S.4-GLE.1-EO.e	Document sources of quotations, paraphrases, and other information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA)
RWC10-GR.11-S.4-GLE.2-EO.b	Evaluate strengths and weaknesses of their logic and logic of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic and precision
RWC10-GR.11-S.4-GLE.2-EO.c	Determine the extent to which they entered empathetically into competing points of view, exercised confidence in reason, recognized the limits of their knowledge on the topic (intellectual humility),

	explored alternative approaches to solving or addressing complex problems (intellectual flexibility), and were open to constructive critique (intellectual open-mindedness)
RWC10-GR.11-S.4-GLE.2-EO.d	Analyze and assess the logic of the interdisciplinary domains inherent in reasoning through complex situations
RWC10-GR.12-S.1-GLE.1-EO.f	Select appropriate technical or specialized language
RWC10-GR.12-S.2-GLE.2-EO.c	Use reading and note-taking strategies (outlining, mapping systems, skimming, scanning, key word search) to organize information and make connections within and across informational texts
RWC10-GR.12-S.3-GLE.3-EO.a	Follow the conventions of standard English to write varied, strong, correct, complete sentences
CADV.01.02.e	Analyze geographic, political, and global influences on human growth and development.
RWC10-GR.10-S.4-GLE.1-EO.b	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (CCSS: W.9-10.8)
RWC10-GR.10-S.4-GLE.1-EO.d	Identify and evaluate potential sources of information for accuracy, reliability, validity, and timeliness
RWC10-GR.11-S.4-GLE.1-EO.e	Document sources of quotations, paraphrases, and other information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA)
RWC10-GR.11-S.4-GLE.2-EO.b	Evaluate strengths and weaknesses of their logic and logic of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic and precision
RWC10-GR.11-S.4-GLE.2-EO.c	Determine the extent to which they entered empathetically into competing points of view, exercised confidence in reason, recognized the limits of their knowledge on the topic (intellectual humility), explored alternative approaches to solving or addressing complex problems (intellectual flexibility), and were open to constructive critique (intellectual open-mindedness)

RWC10-GR.11-S.4-GLE.2-EO.d	Analyze and assess the logic of the interdisciplinary domains inherent in reasoning through complex situations
RWC10-GR.12-S.1-GLE.1-EO.f	Select appropriate technical or specialized language
RWC10-GR.12-S.2-GLE.2-EO.c	Use reading and note-taking strategies (outlining, mapping systems, skimming, scanning, key word search) to organize information and make connections within and across informational texts
RWC10-GR.12-S.3-GLE.3-EO.a	Follow the conventions of standard English to write varied, strong, correct, complete sentences
PWR.01.04.c	Build conceptual frameworks based on an understanding of themes and the overall flow of events
CADV.01.03 Analyze strategies that promote growth and development across the lifespan.	
CADV.01.03.a	Analyze the role of nurturance on human growth and development.
RWC10-GR.10-S.4-GLE.1-EO.b	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (CCSS: W.9-10.8)
RWC10-GR.10-S.4-GLE.1-EO.d	Identify and evaluate potential sources of information for accuracy, reliability, validity, and timeliness
RWC10-GR.11-S.4-GLE.1-EO.e	Document sources of quotations, paraphrases, and other information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA)
RWC10-GR.11-S.4-GLE.2-EO.b	Evaluate strengths and weaknesses of their logic and logic of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic and precision
RWC10-GR.11-S.4-GLE.2-EO.c	Determine the extent to which they entered empathetically into competing points of view, exercised confidence in reason, recognized the limits of their knowledge on the topic (intellectual humility), explored alternative approaches to solving or addressing complex problems (intellectual flexibility), and were open to constructive critique (intellectual open-mindedness)

RWC10-GR.11-S.4-GLE.2-EO.d	Analyze and assess the logic of the interdisciplinary domains inherent in reasoning through complex situations
RWC10-GR.11-S.4-GLE.3-EO.c	Determine the extent to which they entered empathetically into competing points of view, exercised confidence in reason, recognized the limits of their knowledge on the topic (intellectual humility), explored alternative approaches to solving or addressing complex problems (intellectual flexibility), were open to constructive critique (intellectual open-mindedness)
RWC10-GR.12-S.2-GLE.2-EO.c	Use reading and note-taking strategies (outlining, mapping systems, skimming, scanning, key word search) to organize information and make connections within and across informational texts
RWC10-GR.12-S.3-GLE.3-EO.a	Follow the conventions of standard English to write varied, strong, correct, complete sentences
CADV.01.03.b	Analyze the role of communication on human growth and development.
RWC10-GR.10-S.4-GLE.1-EO.b	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (CCSS: W.9-10.8)
RWC10-GR.10-S.4-GLE.1-EO.d	Identify and evaluate potential sources of information for accuracy, reliability, validity, and timeliness
RWC10-GR.11-S.4-GLE.1-EO.e	Document sources of quotations, paraphrases, and other information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA)
RWC10-GR.11-S.4-GLE.2-EO.b	Evaluate strengths and weaknesses of their logic and logic of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic and precision
RWC10-GR.11-S.4-GLE.2-EO.c	Determine the extent to which they entered empathetically into competing points of view, exercised confidence in reason, recognized the limits of their knowledge on the topic (intellectual humility), explored alternative approaches to solving or addressing complex problems (intellectual flexibility),

	and were open to constructive critique (intellectual open-mindedness)
RWC10-GR.11-S.4-GLE.2-EO.d	Analyze and assess the logic of the interdisciplinary domains inherent in reasoning through complex situations
RWC10-GR.11-S.4-GLE.3-EO.c	Determine the extent to which they entered empathetically into competing points of view, exercised confidence in reason, recognized the limits of their knowledge on the topic (intellectual humility), explored alternative approaches to solving or addressing complex problems (intellectual flexibility), were open to constructive critique (intellectual open-mindedness)
RWC10-GR.12-S.2-GLE.2-EO.c	Use reading and note-taking strategies (outlining, mapping systems, skimming, scanning, key word search) to organize information and make connections within and across informational texts
RWC10-GR.12-S.3-GLE.3-EO.a	Follow the conventions of standard English to write varied, strong, correct, complete sentences
CADV.01.03.c	Analyze the role of family and social services support systems in meeting human growth and development needs.
RWC10-GR.10-S.4-GLE.1-EO.b	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (CCSS: W.9-10.8)
RWC10-GR.10-S.4-GLE.1-EO.d	Identify and evaluate potential sources of information for accuracy, reliability, validity, and timeliness
RWC10-GR.11-S.4-GLE.1-EO.e	Document sources of quotations, paraphrases, and other information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA)
RWC10-GR.11-S.4-GLE.2-EO.b	Evaluate strengths and weaknesses of their logic and logic of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic and precision
RWC10-GR.11-S.4-GLE.2-EO.c	Determine the extent to which they entered empathetically into competing points of view, exercised confidence in reason, recognized the limits

of their knowledge on the topic (intellectual humility), explored alternative approaches to solving or addressing complex problems (intellectual flexibility), and were open to constructive critique (intellectual open-mindedness)

RWC10-GR.11-S.4-GLE.2-EO.d

Analyze and assess the logic of the interdisciplinary domains inherent in reasoning through complex situations

RWC10-GR.11-S.4-GLE.3-EO.c

Determine the extent to which they entered empathetically into competing points of view, exercised confidence in reason, recognized the limits of their knowledge on the topic (intellectual humility), explored alternative approaches to solving or addressing complex problems (intellectual flexibility), were open to constructive critique (intellectual open-mindedness)

RWC10-GR.12-S.2-GLE.2-EO.c

Use reading and note-taking strategies (outlining, mapping systems, skimming, scanning, key word search) to organize information and make connections within and across informational texts

RWC10-GR.12-S.3-GLE.3-EO.a

Follow the conventions of standard English to write varied, strong, correct, complete sentences

CADV.02

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.

RWC10-GR.10-S.4-GLE.1-EO.b

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (CCSS: W.9-10.8)

RWC10-GR.10-S.4-GLE.1-EO.d

Identify and evaluate potential sources of information for accuracy, reliability, validity, and timeliness

RWC10-GR.11-S.4-GLE.1-EO.e

Document sources of quotations, paraphrases, and other information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA)

RWC10-GR.11-S.4-GLE.2-EO.b

Evaluate strengths and weaknesses of their logic and logic of others by using criteria including relevance,

	clarity, accuracy, fairness, significance, depth, breadth, logic and precision
RWC10-GR.11-S.4-GLE.2-EO.c	Determine the extent to which they entered empathetically into competing points of view, exercised confidence in reason, recognized the limits of their knowledge on the topic (intellectual humility), explored alternative approaches to solving or addressing complex problems (intellectual flexibility), and were open to constructive critique (intellectual open-mindedness)
RWC10-GR.11-S.4-GLE.2-EO.d	Analyze and assess the logic of the interdisciplinary domains inherent in reasoning through complex situations
RWC10-GR.11-S.4-GLE.3-EO.c	Determine the extent to which they entered empathetically into competing points of view, exercised confidence in reason, recognized the limits of their knowledge on the topic (intellectual humility), explored alternative approaches to solving or addressing complex problems (intellectual flexibility), were open to constructive critique (intellectual open-mindedness)
RWC10-GR.12-S.2-GLE.2-EO.c	Use reading and note-taking strategies (outlining, mapping systems, skimming, scanning, key word search) to organize information and make connections within and across informational texts
RWC10-GR.12-S.3-GLE.3-EO.a	Follow the conventions of standard English to write varied, strong, correct, complete sentences
CADV.02.01.b	Analyze expectations and responsibilities of parenting.
HPE09-GR.HS-S.2-GLE.4-EO.h	Examine the responsibilities of parenthood
HPE09-GR.HS-S.2-GLE.6-EO.a	Describe and explain how current federal nutrition standards and guidelines are useful in planning a healthy diet
MA10-GR.HS-S.1-GLE.2-EO.a.v	Design and use a budget, including income (net take-home pay) and expenses (mortgage, car loans, and living expenses) to demonstrate how living within your means is essential for a secure financial future (PFL)
MA10-GR.HS-S.2-GLE.2-EO.d	Model personal financial situations
RWC10-GR.10-S.4-GLE.1-EO.b	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information

into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (CCSS: W.9-10.8)

RWC10-GR.10-S.4-GLE.1-EO.d	Identify and evaluate potential sources of information for accuracy, reliability, validity, and timeliness
RWC10-GR.11-S.4-GLE.1-EO.e	Document sources of quotations, paraphrases, and other information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA)
RWC10-GR.11-S.4-GLE.2-EO.b	Evaluate strengths and weaknesses of their logic and logic of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic and precision
RWC10-GR.11-S.4-GLE.2-EO.c	Determine the extent to which they entered empathetically into competing points of view, exercised confidence in reason, recognized the limits of their knowledge on the topic (intellectual humility), explored alternative approaches to solving or addressing complex problems (intellectual flexibility), and were open to constructive critique (intellectual open-mindedness)
RWC10-GR.11-S.4-GLE.2-EO.d	Analyze and assess the logic of the interdisciplinary domains inherent in reasoning through complex situations
RWC10-GR.11-S.4-GLE.3-EO.c	Determine the extent to which they entered empathetically into competing points of view, exercised confidence in reason, recognized the limits of their knowledge on the topic (intellectual humility), explored alternative approaches to solving or addressing complex problems (intellectual flexibility), were open to constructive critique (intellectual open-mindedness)
RWC10-GR.12-S.2-GLE.2-EO.c	Use reading and note-taking strategies (outlining, mapping systems, skimming, scanning, key word search) to organize information and make connections within and across informational texts
RWC10-GR.12-S.3-GLE.3-EO.a	Follow the conventions of standard English to write varied, strong, correct, complete sentences
SS09-GR.HS-S.3-GLE.4-EO.a	Develop a financial plan including a budget based on short- and long- term goals

CADV.02.01.c	Analyze consequences of parenting practices to the individual, family, and society.
RWC10-GR.10-S.4-GLE.1-EO.b	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (CCSS: W.9-10.8)
RWC10-GR.10-S.4-GLE.1-EO.d	Identify and evaluate potential sources of information for accuracy, reliability, validity, and timeliness
RWC10-GR.11-S.4-GLE.1-EO.e	Document sources of quotations, paraphrases, and other information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA)
RWC10-GR.11-S.4-GLE.2-EO.b	Evaluate strengths and weaknesses of their logic and logic of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic and precision
RWC10-GR.11-S.4-GLE.2-EO.c	Determine the extent to which they entered empathetically into competing points of view, exercised confidence in reason, recognized the limits of their knowledge on the topic (intellectual humility), explored alternative approaches to solving or addressing complex problems (intellectual flexibility), and were open to constructive critique (intellectual open-mindedness)
RWC10-GR.11-S.4-GLE.2-EO.d	Analyze and assess the logic of the interdisciplinary domains inherent in reasoning through complex situations
RWC10-GR.11-S.4-GLE.3-EO.c	Determine the extent to which they entered empathetically into competing points of view, exercised confidence in reason, recognized the limits of their knowledge on the topic (intellectual humility), explored alternative approaches to solving or addressing complex problems (intellectual flexibility), were open to constructive critique (intellectual open-mindedness)
RWC10-GR.12-S.2-GLE.2-EO.c	Use reading and note-taking strategies (outlining, mapping systems, skimming, scanning, key word search) to organize information and make connections within and across informational texts

RWC10-GR.12-S.3-GLE.3-EO.a	Follow the conventions of standard English to write varied, strong, correct, complete sentences
PWR.01.01.a	Read fiction and non-fiction, understanding conclusions reached and points of view expressed
CADV.02.01.d	Analyze societal conditions that influence parenting across the life span.
RWC10-GR.10-S.4-GLE.1-EO.b	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (CCSS: W.9-10.8)
RWC10-GR.10-S.4-GLE.1-EO.d	Identify and evaluate potential sources of information for accuracy, reliability, validity, and timeliness
RWC10-GR.11-S.4-GLE.1-EO.e	Document sources of quotations, paraphrases, and other information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA)
RWC10-GR.11-S.4-GLE.2-EO.b	Evaluate strengths and weaknesses of their logic and logic of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic and precision
RWC10-GR.11-S.4-GLE.2-EO.c	Determine the extent to which they entered empathetically into competing points of view, exercised confidence in reason, recognized the limits of their knowledge on the topic (intellectual humility), explored alternative approaches to solving or addressing complex problems (intellectual flexibility), and were open to constructive critique (intellectual open-mindedness)
RWC10-GR.11-S.4-GLE.2-EO.d	Analyze and assess the logic of the interdisciplinary domains inherent in reasoning through complex situations
RWC10-GR.11-S.4-GLE.3-EO.c	Determine the extent to which they entered empathetically into competing points of view, exercised confidence in reason, recognized the limits of their knowledge on the topic (intellectual humility), explored alternative approaches to solving or addressing complex problems (intellectual flexibility), were open to constructive critique (intellectual open-mindedness)

RWC10-GR.12-S.2-GLE.2-EO.c	Use reading and note-taking strategies (outlining, mapping systems, skimming, scanning, key word search) to organize information and make connections within and across informational texts
RWC10-GR.12-S.3-GLE.3-EO.a	Follow the conventions of standard English to write varied, strong, correct, complete sentences
CADV.02.01.e	Explain cultural differences in roles and responsibilities of parenting.
MA10-GR.HS-S.1-GLE.2-EO.a.v	Design and use a budget, including income (net take-home pay) and expenses (mortgage, car loans, and living expenses) to demonstrate how living within your means is essential for a secure financial future (PFL)
RWC10-GR.12-S.2-GLE.2-EO.c	Use reading and note-taking strategies (outlining, mapping systems, skimming, scanning, key word search) to organize information and make connections within and across informational texts
RWC10-GR.12-S.4-GLE.2-EO.e	Summarize ideas that include alternate views, rich detail, well-developed paragraphs, and logical argumentation
PWR.02.04.b	Interact effectively with and respect the diversity of different individuals, groups, and cultures
CADV.02.02	Evaluate parenting practices that maximize human growth and development.
CADV.02.02.a	Choose nurturing practices that support human growth and development.
HPE09-GR.HS-S.3-GLE.1-EO.a	Acknowledge the performance of others, regardless of the outcome
RWC10-GR.11-S.4-GLE.2-EO.e	Monitor and assess the extent to which their own beliefs and biases influenced their reactions to the viewpoints and logic of others
RWC10-GR.11-S.4-GLE.3-EO.d	Evaluate the reasoning of self and others for quality, strong-sense thinking
RWC10-GR.12-S.2-GLE.2-EO.c	Use reading and note-taking strategies (outlining, mapping systems, skimming, scanning, key word search) to organize information and make connections within and across informational texts
CADV.02.02.b	Apply communication strategies that promote positive self-esteem in family members.
RWC10-GR.11-S.4-GLE.3-EO.d	Evaluate the reasoning of self and others for quality, strong-sense thinking

RWC10-GR.12-S.2-GLE.2-EO.c	Use reading and note-taking strategies (outlining, mapping systems, skimming, scanning, key word search) to organize information and make connections within and across informational texts
PWR.02.06.d	Learn from instruction and criticism
CADV.02.02.c	Assess common practices and emerging research about discipline on human growth and development.
RWC10-GR.10-S.4-GLE.1-EO.d	Identify and evaluate potential sources of information for accuracy, reliability, validity, and timeliness
RWC10-GR.11-S.4-GLE.1-EO.a	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS: W.11-12.7)
RWC10-GR.12-S.2-GLE.2-EO.c	Use reading and note-taking strategies (outlining, mapping systems, skimming, scanning, key word search) to organize information and make connections within and across informational texts
RWC10-GR.12-S.3-GLE.3-EO.a	Follow the conventions of standard English to write varied, strong, correct, complete sentences
PWR.01.01.e	Employ standard English language properly and fluently in reading, writing, listening, and speaking
CADV.02.02.d	Assess the effects of abuse and neglect on children and families and determine methods for prevention.
HPE09-GR.HS-S.4-GLE.7-EO.d	Analyze the effects of emotional abuse
RWC10-GR.10-S.4-GLE.1-EO.b	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (CCSS: W.9-10.8)
RWC10-GR.11-S.4-GLE.1-EO.a	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS: W.11-12.7)

RWC10-GR.11-S.4-GLE.3-EO.b	Assess strengths and weaknesses of thinking and thinking of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic, and precision
RWC10-GR.11-S.4-GLE.3-EO.d	Evaluate the reasoning of self and others for quality, strong-sense thinking
RWC10-GR.12-S.2-GLE.2-EO.c	Use reading and note-taking strategies (outlining, mapping systems, skimming, scanning, key word search) to organize information and make connections within and across informational texts
RWC10-GR.12-S.3-GLE.3-EO.a	Follow the conventions of standard English to write varied, strong, correct, complete sentences
PWR.01.01.e	Employ standard English language properly and fluently in reading, writing, listening, and speaking
CADV.02.02.e	Apply criteria for selecting care and services for children.
HPE09-GR.HS-S.4-GLE.8-EO.b	Explain how self-directed violence is the result of the accumulation of multiple problems rather than just one problem
MA10-GR.HS-S.1-GLE.2-EO.a.v	Design and use a budget, including income (net take-home pay) and expenses (mortgage, car loans, and living expenses) to demonstrate how living within your means is essential for a secure financial future (PFL)
RWC10-GR.10-S.4-GLE.1-EO.b	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (CCSS: W.9-10.8)
RWC10-GR.11-S.4-GLE.1-EO.a	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS: W.11-12.7)
RWC10-GR.11-S.4-GLE.3-EO.b	Assess strengths and weaknesses of thinking and thinking of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic, and precision

RWC10-GR.11-S.4-GLE.3-EO.d	Evaluate the reasoning of self and others for quality, strong-sense thinking
RWC10-GR.12-S.2-GLE.2-EO.c	Use reading and note-taking strategies (outlining, mapping systems, skimming, scanning, key word search) to organize information and make connections within and across informational texts
RWC10-GR.12-S.3-GLE.3-EO.a	Follow the conventions of standard English to write varied, strong, correct, complete sentences
CADV.02.03 Evaluate external support systems that provide services for parents.	
CADV.02.03.a	Assess community resources and services available to families.
HPE09-GR.HS-S.4-GLE.8-EO.b	Explain how self-directed violence is the result of the accumulation of multiple problems rather than just one problem
MA10-GR.HS-S.1-GLE.2-EO.a.v	Design and use a budget, including income (net take-home pay) and expenses (mortgage, car loans, and living expenses) to demonstrate how living within your means is essential for a secure financial future (PFL)
MA10-GR.HS-S.3-GLE.3-EO.c	Analyze* the cost of insurance as a method to offset the risk of a situation (PFL)
RWC10-GR.10-S.4-GLE.1-EO.b	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (CCSS: W.9-10.8)
RWC10-GR.11-S.4-GLE.1-EO.a	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS: W.11-12.7)
RWC10-GR.11-S.4-GLE.3-EO.b	Assess strengths and weaknesses of thinking and thinking of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic, and precision
RWC10-GR.11-S.4-GLE.3-EO.d	Evaluate the reasoning of self and others for quality, strong-sense thinking

RWC10-GR.12-S.2-GLE.2-EO.c	Use reading and note-taking strategies (outlining, mapping systems, skimming, scanning, key word search) to organize information and make connections within and across informational texts
RWC10-GR.12-S.3-GLE.3-EO.a	Follow the conventions of standard English to write varied, strong, correct, complete sentences
CADV.02.03.b	Appraise community resources that provide opportunities related to parenting.
RWC10-GR.10-S.4-GLE.1-EO.b	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (CCSS: W.9-10.8)
RWC10-GR.11-S.4-GLE.1-EO.a	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS: W.11-12.7)
RWC10-GR.11-S.4-GLE.3-EO.b	Assess strengths and weaknesses of thinking and thinking of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic, and precision
RWC10-GR.11-S.4-GLE.3-EO.d	Evaluate the reasoning of self and others for quality, strong-sense thinking
RWC10-GR.12-S.2-GLE.2-EO.c	Use reading and note-taking strategies (outlining, mapping systems, skimming, scanning, key word search) to organize information and make connections within and across informational texts
RWC10-GR.12-S.3-GLE.3-EO.a	Follow the conventions of standard English to write varied, strong, correct, complete sentences
CADV.02.04	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.
HPE09-GR.HS-S.2-GLE.5-EO.c	Analyze the influence of media on the selection of products and services related to weight management

HPE09-GR.HS-S.2-GLE.6-EO.c	Demonstrate how to balance caloric intake with caloric expenditure to maintain, gain, or reduce weight in a healthy manner
HPE09-GR.HS-S.4-GLE.4-EO.a	Evaluate strategies for managing the impact of internal and external influences on alcohol, tobacco, and other drug use
RWC10-GR.10-S.4-GLE.1-EO.b	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (CCSS: W.9-10.8)
RWC10-GR.10-S.4-GLE.1-EO.d	Identify and evaluate potential sources of information for accuracy, reliability, validity, and timeliness
RWC10-GR.11-S.4-GLE.1-EO.e	Document sources of quotations, paraphrases, and other information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA)
RWC10-GR.11-S.4-GLE.2-EO.b	Evaluate strengths and weaknesses of their logic and logic of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic and precision
RWC10-GR.11-S.4-GLE.2-EO.c	Determine the extent to which they entered empathetically into competing points of view, exercised confidence in reason, recognized the limits of their knowledge on the topic (intellectual humility), explored alternative approaches to solving or addressing complex problems (intellectual flexibility), and were open to constructive critique (intellectual open-mindedness)
RWC10-GR.11-S.4-GLE.2-EO.d	Analyze and assess the logic of the interdisciplinary domains inherent in reasoning through complex situations
RWC10-GR.11-S.4-GLE.3-EO.c	Determine the extent to which they entered empathetically into competing points of view, exercised confidence in reason, recognized the limits of their knowledge on the topic (intellectual humility), explored alternative approaches to solving or addressing complex problems (intellectual flexibility), were open to constructive critique (intellectual open-mindedness)

RWC10-GR.12-S.2-GLE.2-EO.c	Use reading and note-taking strategies (outlining, mapping systems, skimming, scanning, key word search) to organize information and make connections within and across informational texts
RWC10-GR.12-S.3-GLE.3-EO.a	Follow the conventions of standard English to write varied, strong, correct, complete sentences
SC09-GR.HS-S.2-GLE.6-EO.a	Discuss how two or more body systems interact to promote health for the whole organism
CADV.02.04.b	Analyze the emotional factors of prenatal development and birth in relation to the health of parents and child.
RWC10-GR.10-S.4-GLE.1-EO.b	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (CCSS: W.9-10.8)
RWC10-GR.10-S.4-GLE.1-EO.d	Identify and evaluate potential sources of information for accuracy, reliability, validity, and timeliness
RWC10-GR.11-S.4-GLE.1-EO.e	Document sources of quotations, paraphrases, and other information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA)
RWC10-GR.11-S.4-GLE.2-EO.b	Evaluate strengths and weaknesses of their logic and logic of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic and precision
RWC10-GR.11-S.4-GLE.2-EO.c	Determine the extent to which they entered empathetically into competing points of view, exercised confidence in reason, recognized the limits of their knowledge on the topic (intellectual humility), explored alternative approaches to solving or addressing complex problems (intellectual flexibility), and were open to constructive critique (intellectual open-mindedness)
RWC10-GR.11-S.4-GLE.2-EO.d	Analyze and assess the logic of the interdisciplinary domains inherent in reasoning through complex situations
RWC10-GR.11-S.4-GLE.3-EO.c	Determine the extent to which they entered empathetically into competing points of view, exercised confidence in reason, recognized the limits

	of their knowledge on the topic (intellectual humility), explored alternative approaches to solving or addressing complex problems (intellectual flexibility), were open to constructive critique (intellectual open-mindedness)
RWC10-GR.12-S.2-GLE.2-EO.c	Use reading and note-taking strategies (outlining, mapping systems, skimming, scanning, key word search) to organize information and make connections within and across informational texts
RWC10-GR.12-S.3-GLE.3-EO.a	Follow the conventions of standard English to write varied, strong, correct, complete sentences
CADV.02.04.c	Analyze implications of alternatives to biological parenthood.
RWC10-GR.10-S.4-GLE.1-EO.b	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (CCSS: W.9-10.8)
RWC10-GR.10-S.4-GLE.1-EO.d	Identify and evaluate potential sources of information for accuracy, reliability, validity, and timeliness
RWC10-GR.11-S.4-GLE.1-EO.e	Document sources of quotations, paraphrases, and other information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA)
RWC10-GR.11-S.4-GLE.2-EO.b	Evaluate strengths and weaknesses of their logic and logic of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic and precision
RWC10-GR.11-S.4-GLE.2-EO.c	Determine the extent to which they entered empathetically into competing points of view, exercised confidence in reason, recognized the limits of their knowledge on the topic (intellectual humility), explored alternative approaches to solving or addressing complex problems (intellectual flexibility), and were open to constructive critique (intellectual open-mindedness)
RWC10-GR.11-S.4-GLE.2-EO.d	Analyze and assess the logic of the interdisciplinary domains inherent in reasoning through complex situations

RWC10-GR.11-S.4-GLE.3-EO.c	Determine the extent to which they entered empathetically into competing points of view, exercised confidence in reason, recognized the limits of their knowledge on the topic (intellectual humility), explored alternative approaches to solving or addressing complex problems (intellectual flexibility), were open to constructive critique (intellectual open-mindedness)
RWC10-GR.12-S.2-GLE.2-EO.c	Use reading and note-taking strategies (outlining, mapping systems, skimming, scanning, key word search) to organize information and make connections within and across informational texts
RWC10-GR.12-S.3-GLE.3-EO.a	Follow the conventions of standard English to write varied, strong, correct, complete sentences
CADV.02.04.d	Analyze legal and ethical impacts of current and emerging technology on fertility and family planning.
HPE09-GR.HS-S.2-GLE.4-EO.a	Use nutritional evidence to describe a healthy diet and an unhealthy diet
RWC10-GR.10-S.4-GLE.1-EO.b	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (CCSS: W.9-10.8)
RWC10-GR.10-S.4-GLE.1-EO.d	Identify and evaluate potential sources of information for accuracy, reliability, validity, and timeliness
RWC10-GR.11-S.4-GLE.1-EO.e	Document sources of quotations, paraphrases, and other information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA)
RWC10-GR.11-S.4-GLE.1-EO.f	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.11-12.9), i. Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). (CCSS: W.11-12.9a), ii. Apply grades 11-12 Reading standards to literary nonfiction (e.g., "Delineate and evaluat

RWC10-GR.11-S.4-GLE.2-EO.b	Evaluate strengths and weaknesses of their logic and logic of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic and precision
RWC10-GR.11-S.4-GLE.2-EO.c	Determine the extent to which they entered empathetically into competing points of view, exercised confidence in reason, recognized the limits of their knowledge on the topic (intellectual humility), explored alternative approaches to solving or addressing complex problems (intellectual flexibility), and were open to constructive critique (intellectual open-mindedness)
RWC10-GR.11-S.4-GLE.2-EO.d	Analyze and assess the logic of the interdisciplinary domains inherent in reasoning through complex situations
RWC10-GR.11-S.4-GLE.3-EO.c	Determine the extent to which they entered empathetically into competing points of view, exercised confidence in reason, recognized the limits of their knowledge on the topic (intellectual humility), explored alternative approaches to solving or addressing complex problems (intellectual flexibility), were open to constructive critique (intellectual open-mindedness)
RWC10-GR.12-S.2-GLE.2-EO.c	Use reading and note-taking strategies (outlining, mapping systems, skimming, scanning, key word search) to organize information and make connections within and across informational texts
RWC10-GR.12-S.3-GLE.3-EO.a	Follow the conventions of standard English to write varied, strong, correct, complete sentences

CADV.03 Integrate knowledge, skills, practices of nutrition.

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

CADV.03.01.c Critique the selection of foods to promote a healthy lifestyle.

HPE09-GR.HS-S.2-GLE.1-EO.c Assess the components of health-related physical fitness

RWC10-GR.11-S.4-GLE.2-EO.e Monitor and assess the extent to which their own beliefs and biases influenced their reactions to the viewpoints and logic of others

PWR.02.07.g Attend to personal health and wellness

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

CADV.03.02.a	Analyze nutritional needs of individuals.
HPE09-GR.HS-S.2-GLE.1-EO.c	Assess the components of health-related physical fitness
HPE09-GR.HS-S.2-GLE.3-EO.a	Participate willingly in a variety of physical activities appropriate for maintaining or enhancing a healthy lifestyle
RWC10-GR.10-S.4-GLE.1-EO.b	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (CCSS: W.9-10.8)
RWC10-GR.10-S.4-GLE.1-EO.d	Identify and evaluate potential sources of information for accuracy, reliability, validity, and timeliness
RWC10-GR.11-S.4-GLE.1-EO.e	Document sources of quotations, paraphrases, and other information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA)
RWC10-GR.11-S.4-GLE.2-EO.b	Evaluate strengths and weaknesses of their logic and logic of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic and precision
RWC10-GR.11-S.4-GLE.2-EO.c	Determine the extent to which they entered empathetically into competing points of view, exercised confidence in reason, recognized the limits of their knowledge on the topic (intellectual humility), explored alternative approaches to solving or addressing complex problems (intellectual flexibility), and were open to constructive critique (intellectual open-mindedness)
RWC10-GR.11-S.4-GLE.2-EO.d	Analyze and assess the logic of the interdisciplinary domains inherent in reasoning through complex situations
RWC10-GR.12-S.2-GLE.2-EO.c	Use reading and note-taking strategies (outlining, mapping systems, skimming, scanning, key word search) to organize information and make connections within and across informational texts
RWC10-GR.12-S.3-GLE.3-EO.a	Follow the conventions of standard English to write varied, strong, correct, complete sentences

SC09-GR.HS-S.2-GLE.3-EO.a	Identify biomolecules and their precursors/building blocks
SC09-GR.HS-S.2-GLE.3-EO.e	Analyze and interpret data on the body's utilization of carbohydrates, lipids, and proteins
PWR.02.07.g	Attend to personal health and wellness
CADV.03.02.b	Use nutritional information to support care planning.
RWC10-GR.11-S.4-GLE.3-EO.a	Analyze the purpose, question at issue, information, points of view, implications and consequences, inferences, assumptions, and concepts inherent in thinking
RWC10-GR.11-S.4-GLE.3-EO.d	Evaluate the reasoning of self and others for quality, strong-sense thinking
SC09-GR.HS-S.2-GLE.3-EO.a	Identify biomolecules and their precursors/building blocks
SC09-GR.HS-S.2-GLE.3-EO.e	Analyze and interpret data on the body's utilization of carbohydrates, lipids, and proteins
SC09-GR.HS-S.2-GLE.4-EO.c	Explain how carbon compounds are gradually oxidized to provide energy in the form of adenosine triphosphate (ATP), which drives many chemical reactions in the cell
PWR.02.07.g	Attend to personal health and wellness
CADV.04	Use reasoning processes, individually and collaboratively, to take responsible action in families, workplaces and communities.
CADV.04.01	Evaluate reasoning for self and others.
CADV.04.01.a	Analyze different kinds of reasoning (e.g., scientific, practical, interpersonal).
RWC10-GR.11-S.4-GLE.2-EO.a	Analyze the logic of complex situations by questioning the purpose, question at issue, information, points of view, implications and consequences, inferences, assumptions and concepts
RWC10-GR.11-S.4-GLE.2-EO.b	Evaluate strengths and weaknesses of their logic and logic of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic and precision
CADV.04.01.b	Distinguish between adequate and inadequate reasoning.

RWC10-GR.11-S.4-GLE.2-EO.a	Analyze the logic of complex situations by questioning the purpose, question at issue, information, points of view, implications and consequences, inferences, assumptions and concepts
RWC10-GR.11-S.4-GLE.2-EO.b	Evaluate strengths and weaknesses of their logic and logic of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic and precision
CADV.04.01.c	Establish criteria for adequate reasoning.
RWC10-GR.11-S.4-GLE.2-EO.a	Analyze the logic of complex situations by questioning the purpose, question at issue, information, points of view, implications and consequences, inferences, assumptions and concepts
RWC10-GR.11-S.4-GLE.2-EO.b	Evaluate strengths and weaknesses of their logic and logic of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic and precision
CADV.04.01.d	Contrast consequences of adequate and inadequate reasoning for self, others, culture/society, and global environment.
RWC10-GR.11-S.4-GLE.2-EO.a	Analyze the logic of complex situations by questioning the purpose, question at issue, information, points of view, implications and consequences, inferences, assumptions and concepts
RWC10-GR.11-S.4-GLE.2-EO.b	Evaluate strengths and weaknesses of their logic and logic of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic and precision
PWR.02.04.b	Interact effectively with and respect the diversity of different individuals, groups, and cultures
CADV.04.02	Analyze recurring and evolving family, workplace and community concerns.
CADV.04.02.a	Classify different types of concerns (e.g., theoretic, technical, practical) and possible methods for addressing them.
RWC10-GR.11-S.4-GLE.3-EO.d	Evaluate the reasoning of self and others for quality, strong-sense thinking
RWC10-GR.12-S.4-GLE.2-EO.e	Summarize ideas that include alternate views, rich detail, well-developed paragraphs, and logical argumentation

CADV.04.02.b	Describe recurring and evolving concerns facing individuals, families, workplaces, and communities.
RWC10-GR.11-S.4-GLE.3-EO.d	Evaluate the reasoning of self and others for quality, strong-sense thinking
RWC10-GR.12-S.4-GLE.2-EO.e	Summarize ideas that include alternate views, rich detail, well-developed paragraphs, and logical argumentation
CADV.04.02.c	Describe conditions and circumstances that create or sustain recurring and evolving concerns.
RWC10-GR.11-S.4-GLE.3-EO.d	Evaluate the reasoning of self and others for quality, strong-sense thinking
RWC10-GR.12-S.4-GLE.2-EO.e	Summarize ideas that include alternate views, rich detail, well-developed paragraphs, and logical argumentation
CADV.04.02.d	Describe levels of concerns: individual, family, workplace, community, cultural/societal, global/environmental.
RWC10-GR.11-S.4-GLE.3-EO.d	Evaluate the reasoning of self and others for quality, strong-sense thinking
RWC10-GR.12-S.4-GLE.2-EO.e	Summarize ideas that include alternate views, rich detail, well-developed paragraphs, and logical argumentation
CADV.04.03	Analyze practical reasoning components.
CADV.04.03.a	Analyze short-term and long-term consequences on self, family, culture/society, and global environment.
RWC10-GR.11-S.4-GLE.2-EO.a	Analyze the logic of complex situations by questioning the purpose, question at issue, information, points of view, implications and consequences, inferences, assumptions and concepts
RWC10-GR.11-S.4-GLE.2-EO.b	Evaluate strengths and weaknesses of their logic and logic of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic and precision
RWC10-GR.11-S.4-GLE.3-EO.d	Evaluate the reasoning of self and others for quality, strong-sense thinking
RWC10-GR.12-S.4-GLE.2-EO.e	Summarize ideas that include alternate views, rich detail, well-developed paragraphs, and logical argumentation
CADV.04.03.b	Analyze assumptions that underlie beliefs and actions.

RWC10-GR.11-S.4-GLE.2-EO.a	Analyze the logic of complex situations by questioning the purpose, question at issue, information, points of view, implications and consequences, inferences, assumptions and concepts
RWC10-GR.11-S.4-GLE.2-EO.b	Evaluate strengths and weaknesses of their logic and logic of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic and precision
RWC10-GR.11-S.4-GLE.3-EO.d	Evaluate the reasoning of self and others for quality, strong-sense thinking
RWC10-GR.12-S.4-GLE.2-EO.e	Summarize ideas that include alternate views, rich detail, well-developed paragraphs, and logical argumentation
PWR.02.01.e	Evaluate the credibility and relevance of information, ideas, and arguments
PWR.02.01.f	Discern bias, pose questions, marshal evidence, and present solutions
CADV.04.03.c	Distinguish adequate and/or reliable information from inadequate and/or unreliable information.
RWC10-GR.11-S.4-GLE.3-EO.d	Evaluate the reasoning of self and others for quality, strong-sense thinking
RWC10-GR.12-S.4-GLE.2-EO.e	Summarize ideas that include alternate views, rich detail, well-developed paragraphs, and logical argumentation
PWR.02.02.b	Understand the ethical uses of information
CADV.04.03.d	Analyze role exchange, universal consequences, the role of ethics, and other tests for making responsible judgments.
RWC10-GR.11-S.4-GLE.2-EO.a	Analyze the logic of complex situations by questioning the purpose, question at issue, information, points of view, implications and consequences, inferences, assumptions and concepts
RWC10-GR.11-S.4-GLE.2-EO.b	Evaluate strengths and weaknesses of their logic and logic of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic and precision
RWC10-GR.11-S.4-GLE.3-EO.d	Evaluate the reasoning of self and others for quality, strong-sense thinking

RWC10-GR.12-S.4-GLE.2-EO.e	Summarize ideas that include alternate views, rich detail, well-developed paragraphs, and logical argumentation
CADV.04.03.e	Distinguish adequate from inadequate reasons.
RWC10-GR.11-S.4-GLE.3-EO.d	Evaluate the reasoning of self and others for quality, strong-sense thinking
RWC10-GR.12-S.4-GLE.2-EO.e	Summarize ideas that include alternate views, rich detail, well-developed paragraphs, and logical argumentation
CADV.04.04	Implement practical reasoning for responsible action in families, workplaces and communities.
CADV.04.04.a	Synthesize information from a variety of sources that are judged to be reliable.
RWC10-GR.11-S.4-GLE.1-EO.d	Evaluate quality, accuracy, and completeness of information and the bias, credibility and reliability of the sources
RWC10-GR.11-S.4-GLE.3-EO.d	Evaluate the reasoning of self and others for quality, strong-sense thinking
RWC10-GR.12-S.4-GLE.2-EO.e	Summarize ideas that include alternate views, rich detail, well-developed paragraphs, and logical argumentation
PWR.02.07.d	Take responsibility for actions
CADV.04.04.b	Describe a particular recurring and evolving individual, family, workplace, or community concern.
RWC10-GR.11-S.4-GLE.1-EO.a	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS: W.11-12.7)
CADV.04.04.c	Select goals/valued ends to resolve a particular concern.
RWC10-GR.11-S.4-GLE.1-EO.a	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS: W.11-12.7)

- CADV.04.04.d Establish standards for choosing responsible action to address a particular concern.
- RWC10-GR.11-S.4-GLE.1-EO.a Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS: W.11-12.7)
- CADV.04.04.e Evaluate the conditions of a particular concern, e.g. historical, social-psychological, socioeconomic, political, cultural, global/environmental.
- RWC10-GR.11-S.4-GLE.1-EO.a Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS: W.11-12.7)
- CADV.04.04.f Use adequate and reliable information to critique possible actions.
- RWC10-GR.11-S.4-GLE.1-EO.a Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS: W.11-12.7)
- CADV.04.04.g Evaluate potential short- and long-term consequences of possible actions on self, others, culture/society, and global environment.
- RWC10-GR.11-S.4-GLE.1-EO.a Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS: W.11-12.7)
- RWC10-GR.11-S.4-GLE.3-EO.b Assess strengths and weaknesses of thinking and thinking of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic, and precision
- CADV.04.04.h Justify possible reasons and actions based on valued ends and information that is judged to be adequate and reliable.

RWC10-GR.11-S.4-GLE.1-EO.a	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS: W.11-12.7)
RWC10-GR.12-S.4-GLE.2-EO.e	Summarize ideas that include alternate views, rich detail, well-developed paragraphs, and logical argumentation
CADV.04.04.i	Implement and monitor a plan of action based on established standards and valued ends.
RWC10-GR.11-S.4-GLE.1-EO.a	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS: W.11-12.7)
RWC10-GR.11-S.4-GLE.2-EO.e	Monitor and assess the extent to which their own beliefs and biases influenced their reactions to the viewpoints and logic of others
PWR.02.07.d	Take responsibility for actions

Glossary

ability grouping	The practice in elementary school of grouping children according to their presumed academic ability; thought by some, when not used in conjunction with other grouping possibilities, to stigmatize and limit children's potential, particularly minority students, at an early age; see tracking.
accommodation	A term used by Piaget to describe how children change existing schemes by altering old ways of thinking or acting to fit new information in their environment; contrast with assimilation,
adaptation	One of two basic principles referred to by Piaget as invariant functions; the ability of all organisms to adapt their mental representations or behavior to fit environmental demands; contrast with organization.
adolescent egocentrism	A cognitive limitation emerging in adolescence, characterized by difficulty distinguishing thoughts about one's own thinking from their thinking about the thoughts of others. This limitation may manifest itself in heightened self-absorption and self-consciousness.
age norms	The estimated age, often established by cross-sectional studies, at which certain psychological or behavioral characteristics emerge.
aggression	Behavior that is intentionally aimed at harming or injuring another person; see instrumental aggression, hostile aggression.
alphabetic system	The structure of some languages, including English, whereby single shapes in the written language make up letters, which in turn, are linked to specific sounds; contrast with ideographic system.
amniotic sac	A structure present at implantation of the zygote that begins to function and mature during the embryonic period. See placenta.
androgens	Sex hormones generally associated with male characteristics, yet produced and present in both sexes.
androgyny	A blend of masculine and feminine traits that develop gradually as young people mature and become more flexible in their attitudes toward gender-typed behaviors through encounters with new activities and interests.
animism	According to Piaget, children's inclination during the preoperational stage to attribute intentional states and human characteristics to inanimate objects.
assimilation	A term used by Piaget to describe how children mold new information to fit their existing schemes in order to better adapt to their environment; contrast with accommodation.
attachment	The close, affective relationship formed between a child and one or more caregivers.
attention deficit hyperactive disorders	Behavior, diagnosed by a qualified professional, characterized by inattention, impulsivity, and unusual or excessive activity.
authoritarian	A parenting style characterized by rigid rules and often unrealistic expectations for children; contrast with authoritative and permissive.
authoritarian parenting	A style of parenting that is high on the demand/control dimension but low on acceptance/responsiveness. It is characterized by low warmth and little positive involvement. Rigid rules are set with the expectation they will be followed due

	to parental authority.
authoritative	A parenting style characterized by high levels of warmth, acceptance, and responsiveness as well as reasonable expectations for children and firmly enforced rules; contrast with authoritarian and permissive.
authoritative parenting	A style of parenting characterized by warm, responsive involvement, and the setting of appropriate and clear standards for behavior. The child's autonomy is encouraged by providing rationales for rules and showing respect of her rights and opinions.
autism	A lifelong developmental disability that is neurologically based and affects the functioning of the brain; disabilities vary from mild to severe and include deficits in verbal and nonverbal communication, problems with reciprocal social interaction, and a restrictive set of activities and interests.
automaticity	A factor in the development of children's attentional processes whereby familiarity with an object or task allows them to use it or perform without thinking.
autonomy	The ability to be independent and self-motivated; to control and assume responsibility for one's own actions.
basic sense of trust	In Erikson's theory, the first stage of psychosocial development in which infants must form a sense that their care-givers and their environment are safe, secure, and predictable; establishes a foundation for confidence in one's self. See Table 6.1.
biculturalism	The maintaining of ties of both the dominant and ethnic culture and developing an identity that allows the child to alternate between dominant and ethnic identities depending on the situation.
bilingual	The ability to speak two languages.
bilingual education	A perspective or approach to teaching children that uses at least two languages during instruction, usually a child's native language and the second language the child is acquiring.
binge drinking	Drinking five or more alcoholic drinks in a row.
birth order	The child's position in the family, whether born first, second, last, and so forth.
blended family	A family configuration that includes a biological parent, stepparent and child. It is formed when two partners bring together children from a previous marriage.
blind	Those who have either 20/200 vision or a 20 percent or less field of vision; see low vision.
bullying behavior	The most common form of aggression often taking the form of embarrassing people, hitting, destroying property, and ridiculing.
case study	A research design for in-depth investigation of a person or small group of individuals; not a reliable source for generalized statements beyond those investigated in the study.
causal relationship	When the results of a study indicate there is a systematic cause-and-effect result between two factors.
centration	A developmental limitation present during the preoperational stage that makes young children focus their attention on only one aspect, usually the most salient, of a stimulus.

chromosomes	The structures that carry the genes; composed of long threadlike molecules of deoxyribonucleic acid (DNA).
circular reactions	Piaget's term for patterns of behavior during the sensorimotor stage that are repeated over and over again as goal-directed actions.
class inclusion	A concept acquired during the concrete operational stage that involves children's understanding of hierarchies; knowledge that objects in a subcategory (tulips) must be smaller than the superordinate category (flowers).
classical conditioning	A behavioral principle of learning by which a new response is learned through the pairing of two stimuli. The response that naturally occurs in the presence of one stimulus (food) which begins to occur following the presentation of a second stimulus (bell) when the two stimuli are repeatedly paired.
classification	A mental operation achieved during the concrete operational stage that allows children to impose order on their environment by grouping things and ideas according to common elements.
clique	A small peer group, generally same-sex and same race, that has a clear social structure with one or two members serving as leaders.
cognitive behavior modification	Meichenbaum's developmental program that helps children control and regulate their behavior; children are taught self-regulatory strategies to use as a verbal tool to inhibit impulses, control impulses and frustration, and promote reflection.
collaborative consultation	A teaching partnership that often accompanies cooperative or team teaching and is characterized by a consultative relationship in which both special and general educators discuss academic and social behavior problems in the general classroom to meet the needs of all children.
collective monologue	A characteristic conversational pattern of preschoolers who are unable to take the perspective of others and thus make little effort to modify their speech for their listener so that remarks to each other seem unrelated.
communication disorders	Individuals characterized by specific impairments in speech and/or language
communicative competence	Learning to use language in an appropriate manner; knowing what words and structures to use on what occasion. This is the major area of linguistic growth during childhood, through adolescence, and continuing into adulthood.
compensation	One of three basic mental operations including negation and identity needed to perform Piagetian conservation tasks; a form of reversibility which involves an understanding that one operation can compensate for the effects of another operation. In Piaget's conservation of liquid task, the height of one glass can compensate for the breadth of another glass (see Figure 1.13).
componential intelligence	One of three components of intellectual behavior in Sternberg's triarchic model of intelligence involving such skills as the ability to allocate mental resources, to encode and store information, to plan and monitor, to identify problems, and to acquire new knowledge; contrast with experimental intelligence and contextual intelligence.
comprehension	An active process in which readers strive to construct a meaningful interpretation of written or oral information.
concrete	The period of life from 7 to 11 years old when, Piaget believed, children's

operational stage	thinking becomes less rigid, and they begin to use mental operations, such as classification, conservation, and seriation to think about events and objects in their environment.
conditional knowledge	Children's understanding about why learning strategies are effective in specific situations; contrast with declarative knowledge and procedural knowledge.
conflict resolution program	School-based intervention programs designed to help students acquire the skills they need to resolve conflict; components include defining the problem, brainstorming about possible solutions, and choosing solutions that benefit both sides (called win-win solutions).
conservation	A mental operation in the concrete operational stage that involves the understanding that an entity remains the same despite superficial changes in its form or physical appearance.
constructivist approach	An approach to learning which purports that children must construct their own understandings of the world in which they live. Teachers guide this process through focusing attention, posing questions, and stretching children's thinking; information must be mentally acted on, manipulated, and transformed by learners in order to have meaning.
context knowledge	A decoding strategy; using the surrounding text and one's background knowledge to identify an unknown word; contrast with phonic knowledge and sight word knowledge.
contextual intelligence	One of three components of intellectual behavior in Sternberg's triarchic model of intelligence involving the ability to adapt to a changing environment or to shape the environment to capitalize on one's abilities or skills; contrast with componential intelligence and experiential intelligence; also see practical intelligence.
conventional level	According to Kohlberg, the second level of moral judgment, characterized by individuals who accept society's rules for right and wrong and obey authority figures; contrast with preconventional level and postconventional level.
corporal punishment	Use of physical punishment with the intention of causing a child to experience physical pain, but not injury; used as a means for reducing or eliminating undesirable behavior in children.
corregulation	Control shared by parents and children which develops in middle childhood.
critical literacy	The ability to use written language to solve problems and to communicate.
critical period	(1) Periods of development during which certain basic structures are formed or a child is most vulnerable or responsive to environmental influences. (2) Lenneberg's hypothesis that language development has a biological basis and there is a time in infancy when particular neurological faculties develop. It states that if certain internal or external conditions related to language development are missing, then a child will never be able to acquire language.
crowds	The largest adolescent group that is made up of individuals with similar reputations and stereotyped identities that is not conducive to close interpersonal relations.
deaf	Those who cannot hear or understand speech; see hard of hearing.
deaf-blindness	A condition characterized by the unique debilitating effects of hearing and vision impairments.

decoding	The process that readers use to determine the oral equivalent of written words.
deferred imitation	A Piagetian concept in representational thinking in which children are able to repeat a simple sequence of actions or sounds after the sequence is observed; an early form of representational thinking.
deoxyribonucleic acid (DNA)	Long threadlike molecules that twist around to form a double helix and make up chromosomes; believed to contain about 100,000 genes, the basic units of heredity; see dominant gene and recessive gene.
depression	An affective disorder characterized by disturbances in cognitive and behavioral functioning that last longer than 2 or 3 weeks; symptoms include an inability to concentrate, feelings of hopelessness, weight changes, an inability to have fun, and thoughts of death.
development	The systematic and successive changes that follow a logical or orderly pattern over a long period of time and enhance a child's adaptation to the environment.
dialect	A variation of a single language spoken by members of a speech community; contrast with accent; see social dialect.
direct instruction	A teaching strategy in which the teacher explains, demonstrates, and then provides supervised practice for a learning task.
dizygotic twins	Two siblings who come from separate eggs that are released at the same time from an ovary and are fertilized; also known as fraternal twins.
dominant gene	A gene inherited from one parent, such as brown hair, that will mask the expression of a recessive gene from the other parent.
Down syndrome	A genetic disorder of varying degree that is due to the presence of an extra twenty-first chromosome or a piece of one, causes a range of physical and mental handicaps, and occurs in 1 out of 800 live births. Mothers over the age of 35 have an increased risk of conceiving a child with this disorder, because of their longer exposure to environmental substances. The presence of this abnormality can be detected through the genetic screening process amniocentesis in the fourth month of pregnancy.
ectoderm	The outer most layer of the embryonic structure that will develop into the nervous system and skin.
egocentric speech	One of three stages of children's use of language identified by Vygotsky during which children begin to use speech to regulate their behavior and thinking through spoken aloud self-verbalizations; contrast with social speech and inner speech.
egocentrism	The tendency to think about, see, and understand the world from one's own perspective; an inability to see objects or situations from another's perspective. Ego-oriented goals. See performance-oriented goals.
elaboration	A memory encoding strategy in which one forms a personally meaningful mental image of items to be remembered.
embryonic period	The second stage of prenatal development marked by the implantation of the zygote and lasting from weeks 2 to 8, during which all the basic structures of the child (the central nervous system, the skeleton, and the internal organs) are established and begin to function.
emotional competence	The understanding, expression, and regulation of emotions. Also called emotional intelligence.

emotional maltreatment	Rejection and consistent lack of concern for another's emotional well-being.
emotional or behavior disorders	Characterized by significantly different psychosocial development from one's peers, including hyperactivity, aggression, withdrawal, immaturity, and learning difficulties.
empathy	The ability to know and feel another person's emotional state.
encode	To process information and place into memory through the use of cognitive strategies such as elaboration, organization, and rehearsal.
endoderm	The innermost layer of the embryonic structure that will develop into the digestive tract and vital organs.
English as a second language (ESL)	A special language learning program for nonnative speakers that focuses narrowly on learning the target language.
equilibration	Piaget's concept that refers to our innate tendency of self-regulation to keep our mental representations in balance by adjusting them to maintain organization and stability in our environment through the processes of accommodation and assimilation.
estrogens	Sex hormones generally associated with female characteristics, yet produced and present in both sexes; crucial to the maturation of the reproductive system, breast development, and the onset of ovulation and menstruation in females.
ethnic identity	Refers to one's sense of self concerning racial or ethnic group membership.
ethnicity	Refers to a group of people, such as Japanese, Cuban, or Italian, who share a common nationality, cultural heritage, and language; contrast with race.
exceptionality	An umbrella term to describe all who receive special education-children with disabilities as well as children who are gifted.
experiential intelligence	One of three components of intellectual behavior in Sternberg's triarchic model of intelligence involving the ability to cope with new situations in an effective, efficient, and insightful manner; contrast with componential intelligence and contextual intelligence.
external locus of control	A pattern of attributing events to factors outside one's control; a characteristic of children with learning disabilities; see locus of causality.
externalizing problems	The kinds of difficulties a majority of children with emotional and behavioral disorders experience, including argumentative, aggressive, antisocial, and destructive actions; contrast with internalizing problems.
extrinsic motivation	A need to learn or act that rises from external contingencies, such as winning an award, parental demands, or to achieve a high grade; contrast with intrinsic motivation.
familialism	The strong identification with and attachment to both the nuclear and extended family, and the feelings of loyalty, respect, duty, and reciprocity which accompany such familial attachment.
family structure	The configuration of people who live together in a given family unit.
feeling of inferiority	In Erikson's fourth stage of psychosocial development, children 7 to 11 years old can develop negative attitudes about their abilities and competencies if a parallel internal sense of industry is not encouraged (see Table 6.1).

fetal period	The third and longest stage of prenatal development, from 8 weeks until birth, during which time the fetus increases in size; eyelids, fingernails, taste buds, and hair form; and the respiratory system matures to enable breathing after birth.
fine motor skills	Involve small body movements and small muscle coordination and control.
fluid intelligence	In intelligence theories, one of two kinds of intelligence that reflects innate cognitive abilities; measured by the speed of information processing, memory processes, ability to detect relationships, and other abstract thinking skills; contrast with crystallized intelligence.
formal logic	The development during the formal operational stage of the cognitive tools for solving many types of logical problems; examples are propositional and hypothetico-deductive thinking.
formal operational stage	During the period of life between 11 and 12 years of age and onward during which, Piaget believed, children begin to apply formal rules of logic and to gain the ability to think abstractly and reflectively; thinking shifts from the real to the possible; see formal logic.
fragile-X syndrome	A genetic disorder more common in male than female offspring due to the presence of an X chromosome that appears to be pinched or very thin in one area and is likely to break during cell division. May cause mild retardation in females; will cause varying degrees of retardation in males and is associated with both physical (cleft palate, eye disorders) and mental (hyperactivity) deficits. This disorder can be detected through genetic screening.
functionally literate	Able to read and write well enough to negotiate daily life.
gender constancy	The understanding by around age 4 or 5 that one's sex is permanent and cannot be altered by changes in clothing, hairstyle, or activities.
gender-role conceptions	The images we have of ourselves as males and females.
gender-role identity	Children's perceptions of themselves as a female or male.
gender-role socialization	The process by which children learn the attitudes and behavior that society defines as appropriate for their gender; see gender-typed behavior. Same as sex-role socialization.
gender schema	Children's understanding of gender and gender-role expectations.
gender-typed behavior	Preferences demonstrated by the age of 3 for choosing toys and activities; can be influenced by stereotypical social values.
general intellectual factor	In intelligence theories, the idea that a general ability factor (g) underlies all intellectual functioning. Someone with a high general intelligence is expected to do well on all intellectual tests.
genes	A unit of the chromosome by which hereditary characteristics are transmitted.
genotype	A person's genetic characteristics as determined by the genes a person inherits from both parents for any particular trait; contrast with phenotype.
germinal period	The first stage of prenatal development, encompassing the first 2 weeks of fetal development. The fertilized egg rapidly divides, travels down the fallopian tube to the uterus, and prepares for implantation.

giftedness	Individuals identified with a minimal IQ score of about 130 and above-average academic achievement, usually 2 years above grade level.
goal theory of motivation	A cognitive theory of motivation that emphasizes students' personal reasons for choosing, performing, and persisting at various achievement levels.
grammar	Language rules that extend from the simplest level of combining sounds to the complex level of extended conversations including phonology, semantics, syntax, pragmatics, and the lexicon; see Figure 5.1.
gross motor skills	Involve the movement of the head, body, legs, arms, and large muscles; see Table 2.7.
guided participation	Rogoff's term used to describe transferring responsibility for a task from the skilled partner to the child in a mutual involvement between the child and the partner in a collective activity. Steps include choosing and structuring activities to fit the child's skills and interests; supporting and monitoring the child's participation; and adjusting the level of support provided as the child begins to perform the activity independently.
hand dominance	A preference for using either the right or left hand that develops around the age of 5 for more than 90 percent of all children.
hard of hearing	Those who have sufficient hearing to enable them to understand speech; may require amplification of speech through a hearing aid; see deaf.
heritability	The proportion of observed variance for a behavior that can be ascribed to genetic differences among individuals in a particular population; a population statistic that applies only to the sample from which it is derived.
hierarchial classification	A mental operation learned during the concrete operational stage that allows children to organize concepts and objects according to how they relate to one another in a building-block fashion. For example, all matter is composed of molecules and molecules are made up of atoms, which, in turn, are made up of protons, electrons, and neutrons.
holophrases	Refers to single words intended to convey more complex meaning typically utilized by children aged 18 to 24 months.
homophobia	An irrational fear and hatred of homosexuals.
homosexual orientation	Consistent sexual attraction toward persons of the same gender that includes fantasies, conscious attraction, romantic feelings, or sexual behaviors.
horizontal decalage	Piaget's term for children's inconsistency in thinking within a developmental stage; explains why, for instance, children do not learn conservation tasks about numbers and volume at the same time.
hostile aggression	In 3- and 4-year-old children, behavior that is intended to hurt or harm another person; see aggression. Contrast with instrumental aggression.
hypothalamus	A structure at the base of the brain that controls the pituitary gland.
hypothesis	A statement of prediction derived from a theory that has not yet been tested.
hypothetico-deductive thinking	A form of formal logic achieved during the formal operational stage Piaget identified as the ability to generate and test hypotheses in a logical and systematic matter.
ideal self	The image of the self created during middle childhood that is developed by comparing one's real self to a set of desired characteristics including the

	expectations, values, and ideals of peers and adults.
identity	(1) In Piaget's theory, one of three basic mental operations including negation and compensation needed to perform conservation tasks; involves an understanding of cognitive constancy, that people, objects, and quantities remain unchanged despite changes in appearance. (2) In Erikson's theory, the fifth stage of psychosocial development when adolescents commit themselves to a set of beliefs, values, and adult roles in forming a basic sense of self. If adolescents are unable to explore alternative roles and options, they will experience a parallel internal state of role confusion; see Table 6.1.
identity achievement	Marcia's term for an adolescent's determination of definite goals or choices after having explored different options.
identity foreclosure	The state adolescents are in when they have not explored different possibilities but have committed to specific choices.
identity moratorium	Marcia's term for an adolescent's exploration of different occupational plans, ideological stances, and personal relationship when she is not ready to make a choice or commitment.
identity versus identity confusion	In Erikson's theory, the central issue that defines adolescence whereby the adolescent must feel his identity informed by his past, future, and current identities, and how he sees himself and how others see him.
incremental theory of ability	A theory of intelligence, proposed by Dweck, whereby students believe their ability level can improve through a greater investment of effort or by trying different strategies; contrast with entity theory of ability.
inductive discipline	A discipline technique in which parents offer explanation for their rules and ask children to reflect on their behavior; helps children develop self-control and self-discipline.
infant attachment	The process by which infants form strong affectional ties with their caregivers; generally takes place within the first 6 months of age and is important for the development of a basic sense of trust that can have long-term effects on an infants' later emotional and cognitive development.
infant mortality	A term referring to the number of infants that die within the first year of life, often caused by a short gestation period or low birthweight.
inner speech	One of three stages of children's use of language identified by Vygotsky during which children internalize their self-verbalizations and are able to manipulate language in their heads to think about problem solutions and action sequences. A self-regulatory process by which children guide their own thinking and behavior; also called private speech; contrast with social speech and egocentric speech.
insecure-avoidant attachment	In Ainsworth theory, a behavior pattern in which infants appear indifferent to the departure of their mothers and avoid the parent when they return. Distinguished from secure attachment.
insecure-disorganized attachment	Another form of insecure attachment in which infant shows disorientation and contradictory behavior in Ainsworth's Strange Situation. Distinguished from secure attachment.
insecure-resistant attachment	In Ainsworth theory, a behavior pattern in which infants show high levels of distress upon separation, but ambivalence when parent returns.
instrumental	In young children, behavior that is intended to obtain an object, to protect a

aggression	play space, or to get one's way; behavior that is not intended to hurt or harm another person; see aggression. Contrast with hostile aggression.
instrumental conditioning	See operant conditioning.
intelligence quotient (IQ)	Represents a score obtained by comparing a child's mental age score with other children's of the same chronological age; currently determined through a deviation IQ score procedure.
interactional perspective	A theory that supports the interplay of innate and environmental influences on a child's development.
interindividual variation	Differences in developmental needs from one child to the next; see intraindividual variation.
internalization	Vygotsky's term for the process of constructing a mental representation of external physical actions or cognitive operations that first occur through social interaction.
internalizing problems	The kinds of problems some children with emotional and behavioral disorders experience, including depression, withdrawal, anxiety, and obsession; contrast with externalizing problems.
interview	A self-report measure in which subjects are asked a standard set of questions.
intraindividual variation	The unique pattern of strengths and needs related to each child's physical, cognitive, social, and emotional growth; see interindividual variation.
intrinsic motivation	A desire to learn or act that arises from internal sources of curiosity, interest, enjoyment, and innate strivings for mastery and growth; contrast with extrinsic motivation.
intuitive theory	Piaget's explanation for young children's attempts to explain natural phenomena by using their personal experiences; characterized by animism.
invented spelling	Unconventional ways children spell words in their early attempts at writing.
language	A symbolic system in which a series of sounds make words to represent an idea, an object, or a person and eventually becomes the medium through which we think.
language acquisition device (LAD)	Chomsky's idea that children are born with a mechanism in their brains that enables them to recognize the universal rules that underlie all languages and the structure and grammar of their native language.
lateralization	Specialization of the two hemispheres of the brain.
lateralized	A theory about cognitive functioning suggesting that each of the two cerebral hemispheres of the brain, the left side and the right side, performs a special set of functions and becomes the dominant center of brain functioning.
learned helplessness	A feeling of helplessness that develops when one encounters difficult or failure, especially in situations when one does not have control. This reinforces low self-confidence.
learning-oriented goals	Outcome desired because of the child's intrinsic interest in learning something new.
limited English proficiency (LEP)	A minimal knowledge of Standard American English (SAE); often characteristic of nonnative speakers.

literacy	Constructed meaning; meaning created through the interaction of reader or writer and written text.
literate environment	A place in which children encounter print with authentic purposes and adults value and participate in reading and writing.
literate thinking	The ability to think and reason like a literate person within a particular society; see literacy.
locus of causality	In attribution theory, the motivational source, either internal or external, to which people attribute their actions or achievements.
logical rule of class inclusion	A mental operation achieved during the concrete operational stage that allows children to understand the relationship of something's whole to its parts; see class inclusion.
logical rule of progressive change	The understanding which develops during the concrete operational stage that various stimuli can be ordered in terms of increasing and decreasing size.
logical rule of transitivity	The understanding which develops during the concrete operational stage that objects in the middle of a series are both shorter and longer than others; a necessary concept in solving seriation problems.
Logico-mathematical knowledge	In Piaget's theory, the type of knowledge as the mental construction of relationships involved in the concrete operations of seriation, classification, and conservation, as well as various formal operations that emerge in adolescence.
long-term memory	A component of the information processing system into which information passes from short-term memory if it has been transformed or worked on in some personally meaningful way; has a large capacity, and can store information indefinitely.
low birth weight	Many premature and some full-term babies who weigh less than 5.5 pounds or 2,500 grams at birth.
low vision	Those who cannot read newsprint-size letters, even with corrective lenses; see blind.
macrosystem	In Bronfenbrenner's model, the larger culture and possibly subculture in which the individual lives- including ideologies, traditions, and values. Elements of the macrosystem include regional identity, nationality, ethnicity, and religious affiliation.
matrix classification	In Piaget's theory, a concept achieved during the concrete operational stage that involves ordering items by two or more attributes, such as by both size and color.
memory script	A mental representation of often-repeated events in a child's daily life; a basic method for organizing and interpreting familiar experiences.
memory strategy	A cognitive operation, such as repeating a list of items over and over again, that will help one to remember abstract, unfamiliar, or meaningless information.
menarche	The beginning of a girl's menstrual cycle; generally the last physical change to occur in puberty.
mental age (MA)	The score represented by the number of test items a child gets correct that was formerly used in calculating an IQ score; see intelligence quotient.
mental	Characterized by a lower than normal level of intelligence and developmental

retardation	delays in specific adaptive behavior.
mesoderm	The middle layer of the embryonic structure that will become the skeleton and muscles.
mesosystem	In Bronfenbrenner's model, interactions among components of the microsystem.
metacognition	Knowledge about one's own thinking; involves an understanding of how memory works, what tasks require more cognitive effort, and what strategies facilitate learning; plays an important role in children's cognitive development during the middle childhood years and in the development of self-regulated learning.
metalinguistic awareness	The ability to think and talk about the relationship between print and sound in a language; for instance, a child's ability to identify the first sound as making the difference between the words rat and bat.
microsystem	In Bronfenbrenner's model, the child's immediate environment (the family, peer group, school).
mitosis	The process through which chromosomes produce duplicate copies of themselves and divide into new cells; each new cell has 23 pairs of chromosomes.
mixed speech	A single language system lasting until about 2 years of age in which a simultaneous bilingual combines features of both languages he or she is exposed to.
monozygotic twins	Two siblings who come from the same fertilized egg and contain the same genetic instructions; also known as identical twins.
motherese	A type of child-directed speech also known as parentese in which parents or caregivers modify language they direct toward their children from birth; thought to assist children's language development by simplifying structure to make language acquisition simpler.
multidimensional conception of intelligence	The concept that intelligence represents several different mental abilities or intellectual competencies; contrast with unitary conception of intelligence.
multilingual	The ability to speak more than two languages.
need to achieve	In motivation theory, a person's desire to excel in achievement situations.
negation	In Piaget's theory, one of three basic mental operations including compensation and identity needed to perform conservation tasks; a form of reversibility which involves an understanding that operations can be undone (negated) or can have an inverse relationship (subtraction is the inverse of addition).
negative identity	A possible outcome for ethnic or racial minority young people who fail to establish a strong sense of self and reject their community's values as well as those of the dominant culture.
neglect	A form of child abuse involving inattention to basic needs such as food, clothing, and medical care.
neglected peers	Children who are seldom chosen as work or play partners by their peers.
neo-Piagetian theory	Cognitive developmental models that add greater specificity to developmental changes while maintaining the basic assumptions of Piaget's theory.
neurons	Long thin cells within the central nervous system, different from other cells

	because they are not closely packed, that are formed during the first 5 months of gestation.
neurotransmitters	Chemicals released by neurons that cross over synapses in the central nervous system to communicate with other neurons.
niche-picking	The tendency of older children to choose an environment that compliments their heredity as part of the active gene-environment effect described by Sandra Scarr and her associates.
obesity	A greater than 20 percent increase over average body weight for an individual's age, sex, and body build; contributing factors can be heredity, unhealthy diet, lack of exercise, abnormal metabolism, and family trauma.
object permanence	Piaget's term for an infant's understanding during the sensorimotor stage that objects continue to exist even when they can no longer be seen or acted on.
operant conditioning	A behavioral principle of learning through which behavior is increased or extinguished by rewards and punishments; same as instrumental conditioning.
organization	(1) In Piaget's theory, one of two basic principles referred to as invariant functions that guide children's intellectual development; the innate predisposition to integrate simple physical patterns or mental schemes into more complex systems; contrast with adaptation. (2) In information processing theory, a memory encoding strategy in which one tries to group items to be remembered into meaningful categories.
parenting style	Common patterns of parenting styles including authoritarian, permissive, and authoritative.
partial participation	A teaching approach in which a student from a separate special classroom spends time in the general classroom engaged with activities modified to fit his or her abilities; see reverse mainstreaming.
peer	A person equal in age, rank, or maturity to another person.
peer popularity	One whose presence or opinion is sought after by others of the same age; the key determinants are the abilities to initiate and to maintain positive interactions with others.
peer rejection	Ignoring or avoiding those who are strongly disliked by their peers; those rejected are often inattentive, aversive, threatening, hostile, and disruptive.
performance assessment	A method of collecting information that measures children's ability to perform specific cognitive or physical tasks correctly.
performance-oriented goals	One type of achievement goal identified by motivation theorists, whereby students are motivated to achieve by a desire to demonstrate high ability or to avoid negative evaluations of ability; same as ego-oriented goals. Contrast with task-oriented goals.
permissive-indifferent parenting	A style of parenting in which children are left to make their own decisions and regulate their own behavior that often result from or leads to neglect.
permissive-indulgent	A style of parenting in which parents are very warm and responsive, and put few demands or expectation on their children. Rules are no clearly communicated or enforced leaving children to make their own decisions and regulate their own behavior.
permissive	A parenting style characterized by a lack of rules and expectations for children

parenting	and by inconsistent discipline; contrast with authoritative and authoritarian.
personal fable	A second aspect of adolescent egocentrism that follows from the belief in an imaginary audience, resulting in an increased concern about appearance and behavior as an expression of one's uniqueness and sense of self-importance.
perspective taking skills	One of the important aspects of the development of social cognition that involves being able to imagine what others may be thinking and feeling.
phonemic awareness	The ability to connect the distinctive sounds, or phonemes, in words to letters.
phonic knowledge	A decoding strategy; the rules for combining sounds to make words and the stress and intonation patterns of a language (Figure 5.1); contrast with context knowledge and sight word knowledge.
physical abuse	Purposeful bodily injury caused by another.
physical disabilities	Congenital or acquired disabling conditions that result from damage to the central nervous system, either to the brain or the spinal cord.
physical knowledge	One of three types of knowledge as described by Piaget; knowing the attributes of objects such as their number, color, size, and shape; knowledge is acquired by acting on objects, experimenting, and observing reactions.
pincer grasp	Develops at the end of the first year of life as an infant learns to use the thumb and index finger to pick up small objects.
pituitary gland	A small endocrine gland near the base of the brain responsible for the release of hormones affecting growth.
placenta	A structure present at implantation of the zygote that begins to function and mature during the embryonic period. Together with the umbilical cord and amniotic sac, these structures make up the life support system for the developing embryo.
plasticity	The ability of the brain, especially in the early years of development, to change.
polygenetic traits	Human characteristics, such as intelligence, skin color, and height, that result from the combination or interaction of two or more genes.
postconventional level	According to Kohlberg, the third level of moral judgment, characterized by individuals who develop their own set of principles to define what is morally right and wrong; contrast with preconventional level and conventional level.
power assertive discipline	A discipline style in which parents attempt to control their children's behavior by use of commands and imperatives based solely on their authority.
practical intelligence	Sternberg's theory that an intelligent person can use skills effectively in a particular context; involves applying contextual intelligence to everyday problems; see Figure 4.8.
preconventional level	According to Kohlberg, the first level of moral judgment, characterized by individuals who approach moral issues from a hedonistic or pleasure-oriented perspective; contrast with conventional level and postconventional level.
prejudice	Unfounded negative feelings towards a person because of their membership in a group.
prenatal development	The time from conception to birth; follows a universal sequence that is mainly directed by genetic influences but also can be affected by environmental factors.

preoperational stage	The period of life from 2 to 7 years old when, Piaget believed, children demonstrate an increased ability to use symbols (gestures, words, numbers) to represent real objects in their environment.
primary sex characteristics	Changes in the gonads (testes and ovaries), and the development of eggs and sperm stimulated by a change in the levels of sex hormones in male and female adolescents during puberty.
private speech	See inner speech.
procedural knowledge	Children's understanding about how learning strategies should be applied; contrast with declarative knowledge and conditional knowledge.
propositional logic	A form of formal logic achieved during the formal operational stage that Piaget identified as the ability to draw a logical inference between two statements or premises in an "if-then" relationship.
prosocial behavior	Actions stemming from an appreciation that others' needs are as important or more important than one's own; supportive actions, such as sharing, helping, and care giving.
psychological need	An internal tension or conflict that leads to or influences a person's goal-directed behavior.
psychological self	A developmental gain during which adolescents begin to understand that they have an inner self-thoughts and feelings hidden from others unless they share them.
puberty	Refers to the period in which a young person becomes capable of sexual reproduction; the average age of onset for girls is 10 to 12 years old and for boys, 12 to 14 years old.
race	Refers to a group of people, such as African Americans or Asian Americans, who share biologically transmitted traits that are defined as socially significant, such as skin color or hair texture; contrast with ethnicity.
realism	According to Piaget, children's inclination during the preoperational stage to confuse physical and psychological events in their attempts to develop theories of the internal world of the mind.
recall memory	A form of information retrieval that involves the free recall of information without any cues or prompts to aid the process; requires more cognitive effort than recognition memory; children display better recall memory as they get older.
recessive gene	A gene inherited from one parent, such as blond hair, not always expressed, because its genetic directions are masked by a dominant gene of the other parent. A child needs to inherit a recessive gene from each parent for the gene to be expressed.
reciprocal determinism	Defined by Bandura's social learning theory as a bidirectional relationship between a child and his or her social environment; children have as much an influence on their environment as it has on them.
recognition memory	A basic form of information retrieval that involves recognizing a familiar stimulus when it is seen, heard, or experienced again; requires less cognitive effort than recall memory tasks; infants are able to display recognition memory by attending more to an unfamiliar than a familiar stimulus.
reflective	A concept that allows children to use information they already have acquired to

abstraction	form new knowledge that begins to emerge during the concrete operational stage but more characteristic of adolescent thinking.
rehearsal	The first memory encoding strategy to be learned, involving the repetition of information over and over again to assist with recall.
reinforcement	A repeated response to an action in which the individual modifies their behavior based on the expect response.
reliability	The consistency or precision of a measurement when repeated under similar circumstances; can be tested by administering the same test several times within a short interval of time (e.g., a few weeks) to check the consistency of results over time.
representational thinking	A Piagetian concept that develops during the preoperational stage in which children gain the ability to use words to stand for real objects.
research design	The plan or structure of an investigation, which is determined in part by the investigator's research question.
resiliency	The capacity of young people to cope with difficult and challenging circumstances in their lives to develop competence.
retrieval strategy	Any of the cognitive operations a learner might use to recover information from memory.
reverse mainstreaming	A teaching approach in which students from the general classroom spend some time in the separate special classroom, interacting with children with disabilities in learning activities; see partial participation.
reversibility	A concept achieved during the concrete operational stage that allows children to mentally reverse operations; involves an understanding that actions can be undone and is important for understanding conservation problems.
role confusion	In Erikson's fifth stage of psychosocial development, adolescents can experience uncertainties about themselves and their future if they are unable to explore different roles and options; contrast with identity. See Table 6.1.
scaffolding	The process by which adults provide support to a child who is learning to master a task or problem by performing or directing those elements of the task that are beyond the child's ability.
scheme	Also referred to as schema (pl. schemata) in some research areas; in Piaget's theory, the physical actions, mental operations, concepts, or theories people use to organize and acquire information about their world.
script	See memory script.
secondary sex characteristics	Changes in genitals, breasts, and the growth of facial, pubic, and body hair stimulated by a change in the level of sex hormones in male and female adolescents during puberty.
secular trend	A shift in normative patterns of development exemplified in today's average adult height and the onset of puberty.
securely attached	In Ainsworth's theory, infants who are distressed by parental separation and easily comforted by the parent upon return. Distinguished from insecure attachment.
selective attention	A development that allows children to focus their attention on task-relevant information and ignore irrelevant information so they use their cognitive

	resources more efficiently.
self-concept	The beliefs, attitudes, knowledge, and ideas people develop or construct about their personality, physical skills, and mental abilities; see self-esteem.
self-conscious emotions	Feeling such as pride, shame, and guilt requiring a connection between one's actions and feelings that involve an evolving sense of self, generally emerges between the ages of 2 and 4.
self-control	Being able to control negative emotions, persist at difficult and challenging activities, and inhibit impulses.
self-determination	In motivation theory, the ability to act independently and to choose one's own course of action.
self-efficacy	In motivation theory, an individual's judgment of personal ability to perform a task given the skills he or she possesses and the circumstances he or she faces; according to Bandura, shaped by prior experience, peer models, and corrective feedback.
self-esteem	Personal evaluation of one's own traits, abilities, and characteristics; a judgment of one's own worth, value, or competence; see self-concept.
self-evaluation	A cognitive strategy that encourages children to record their performance and compare it to their target goals.
self-instruction	A cognitive strategy that encourages children to use internal speech to guide them through a task in a step-by-step manner; see inner speech.
self-monitoring	A cognitive strategy that encourages children to keep track of their own comprehension, understanding, and learning progress.
self-regulated learning	Children's increasing regulation and control of their own learning processes due to their development of their metacognitive knowledge.
self-report	A method of collecting information in which individuals being studied report on themselves through questionnaires, rating scales, or interviews.
semantic memory	Long-term memory storage of information, skills, and concepts of a general nature. Much of what is learned in school is included in semantic memory.
semantics	The meaning of words; only certain strings of sounds are meaningful as words and words are related in complex networks and have special properties; see Figure 5.1.
sense of guilt	In Erikson's third stage of psychosocial development, children 3 to 6 years old can develop guilt feelings if their caregivers demand too much self-control or initiative; contrast with sense of initiative. See Table 6.1.
sense of industry	In Erikson's theory, the fourth stage of psychosocial development in which children 7 to 11 years old must begin to identify their strengths and to take pleasure in their accomplishments; if they are unsupported in their mastery efforts, a parallel internal feeling of inferiority or inadequacy may develop. See Table 6.1.
sense of initiative	In Erikson's theory, the third stage of psychosocial development in which children 3 to 6 years old develop a sense of purpose and direction and learn to balance their actions with the demands of others. If children are unable to live up to parental expectations, a parallel sense of guilt will develop; see Table 6.1.
sensorimotor	The period of life from birth to 2 years old when children acquire what Piaget

stage	believed are the building blocks of symbolic thinking and human intelligence-schemes for two basic competencies, goal-directed behavior, and object permanence.
sensory register	According to information processing theories, the place where information is stored in the cognitive process for a few milliseconds until it is recognized or lost; each sense has its own sensory register.
separation	The rejection of the dominate culture by the minority who then only associates with members of his own minority group.
seriation	In Piaget's theory, the understanding that develops during the concrete operational stage that involves the ability to order objects in a logical progression, such as from shortest to tallest; important for understanding the concepts of number, time, and measurement.
sex chromosome	The twenty-third chromosome; humans have two types, X and Y; females have two X chromosome, and males have an X and a Y chromosome.
sex-linked characteristic	Some recessive traits carried on the female sex chromosome, such as baldness, color blindness, and hemophilia; generally expressed in male rather than female offspring.
sex-role socialization	The process by which children acquire the knowledge, skills, and traits appropriate for their gender.
sexual abuse	Contacts between the child and adult in which the child is being used for sexual stimulation.
short-term memory	A component of the information processing system into which information passes and is held for a brief period of time once it has been interpreted or encoded in terms of prior knowledge; also known as working memory; contrast with long-term memory.
sight word knowledge	A decoding strategy; the developing recognition and understanding through exposure of the meaning of words; contrast with context knowledge and phonic knowledge.
simultaneous bilingual	Learning several languages at the same time.
social cognition	A Piagetian concept defined as knowledge about people, including their thoughts, feelings, and actions.
social comparison	A developmental change that occurs during the school years as children begin to compare themselves with others in terms of actions or abilities.
social desirability	A tendency of individuals to overestimate desirable behavior and underestimate undesirable behavior on self-report measures.
social dialect	Speech patterns of a particular ethnic, social, or regional group.
social knowledge	In Piaget's theory, this type of knowledge is derived in part through interactions with others. Examples of this knowledge include mathematical words and signs, languages, musical notations, as well as social and moral conventions.
social referencing	The process of incorporating facial cues into response sequences in infants.
social speech	One of three stages of children's use of language identified by Vygotsky that is used primarily for communicative purposes in which thought and language have separate functions; contrast with egocentric speech and inner speech.

socialization	The social processes in which a child is prepared to be a productive and competent member of society.
specific learning disabilities	A wide range and varying degrees of characteristics children exhibit that classify them as exceptional and require special accommodations for learning situations.
stability of IQ	In intelligence theories, the degree to which an IQ score remains constant over time; central to the heritability of intelligence issue. For instance, if IQ is not stable over time, researchers could point to the influence of environmental factors in the outcome of people's intellectual potential.
standard American English (SAE)	The language of instruction in schools.
standardized tests of intelligence	The most common method of assessing individual differences in cognitive development; referred to as the psychometric approach.
statistically significant	When the relation between two measures is stronger than would have been predicted by chance.
Strange Situation	Ainsworth procedure for assessing behaviors of caregivers and children; used to establish quality of attachment.
strategic learner	Any learner who uses cognitive strategies (attention, encoding, memory, and retrieval) to enhance his or her learning.
structured immersion	A method for serving English-learning students in which children receive up to a year of intensive training in English before they are placed in an English-speaking classroom.
structured observation	An observation situation that uses a carefully controlled setting and standardizes the conditions under which data are collected.
submersion	A "sink or swim" approach to teaching students with limited proficiency in English in which learners are placed into a monolingual, English classroom without any instructional support.
substance abuse	Frequent or excessive use of a drug, including cigarettes, alcohol, and marijuana.
successive bilingualism	A person who learns the dominant language (English) but retains his or her native language as well (Spanish); the stages of language development will be different from bilingual or multilingual learners; see mixed speech.
syntax	The structure of language; the way words are combined to form phrases and sentences.
task-oriented goals	One type of achievement goal identified by motivation theorists, similar to intrinsic motivation, whereby students are motivated to achieve by a desire to improve or develop their competencies; same as learning-oriented goals. Contrast with performance-oriented goals.
telegraphic speech	Early speech that is characterized by typically short, simple sentences composed primarily of content words: "Kendall swim pool."
temperament	An infant's characteristic style of responding to the environment and includes activity level, predictability, and emotionality; believed to be early component of personality development.
teratogen	Any environmental substance or disease (alcohol, caffeine, radiation, caustic chemicals, chicken pox, AIDS) that can have an adverse effect on a fetus during

	prenatal development.
testosterone	Hormone affecting the development of the penis, testes, and other organs of the reproductive system in males.
test-retest reliability	A measure used to determine the consistency of a test's results; see reliability.
theory	A set of general rules, assumptions, propositions, and principles used to explain facts; a developmental theory provides a framework for observing, interpreting, and explaining children's changes over time.
theory of multiple intelligences	Gardner's proposal that there are at least seven different intelligences: linguistic, logical-mathematical, musical, spacial, bodily-kinesthetic, interpersonal, and intrapersonal; see Table 4.1.
time sampling	A technique used to record on a coding sheet all observations listed that happen within a predetermined length of time, say, within a 5-minute time frame.
tracking	The ongoing practice in middle and high schools of grouping students according to their presumed academic ability; thought by some to limit learning and achievement opportunities due to the kinds and quality of instruction and to students' resulting low motivation and self-esteem; see ability grouping.
traumatic brain injury (TBI)	An acquired injury to the brain from either an open or closed head injury that has significant impact on learning, including problem solving, speech and motor abilities, psychosocial behavior, and information processing; learning difficulties may be permanent or temporary, depending on the location and extent of the injury.
triangulation	The use of multiple data collect methods to compare findings across sources and to find consistent patterns.
triarchic model of intelligence	Sternberg's concept that intelligence is divided into contextual, experiential, and componential subcomponents; see componential intelligence, contextual intelligence, and experiential intelligence; see also multidimensional conception of intelligence.
umbilical cord	A structure present at implantation of the zygote that begins to function and mature during the embryonic period. See placenta.
whole language	A language philosophy characterized by a set of beliefs including the purpose of language is to create and share meaning; language is language, regardless of whether it is spoken or written; language is best learned by using it in a social context for authentic purposes.
working memory	See short-term memory.
zone of proximal development	A concept in Vygotsky's theory regarding children's potential for intellectual growth rather than their actual level of development; the gap between what children can do on their own and what they can do with the assistance of others (see Figure 3.10).
zygote	The human cell that is formed by the union of the female egg and male sperm and contains one set of 23 chromosomes from the mother and another set of 23 chromosomes from the father.