



## National Standards for Family and Consumer Sciences Education

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Developed by National Association of State Administrators of Family and Consumer Sciences (NASAFACS)

### Area of Study 12.0

#### Human Development

- Family and Consumer Sciences National Standards are outcomes; that is, expectations of what students should know and be able to do upon completion of a sequence of courses in a defined pathway/program of study.
- As state or local curriculum is developed, the national standards should be utilized as indicators of student achievement at the end of the pathway/program of study. Benchmarks should be developed at the state or local level for student achievement in earlier courses.
- The standards are grouped by Areas of Study, NOT by courses or course sequences. It is expected that content knowledge and skills from multiple Areas of Study would be utilized when building courses and course sequences for related Career Pathways for state or local uses. For example, standards from Area 12 Human Development might be incorporated into course sequences for Area 3 Consumer Services, Area 4 Education and Early Childhood, and Area 7 Family and Community Services as well as course sequences for additional pathways.

#### Comprehensive Standard

Analyze factors that influence human growth and development.

#### Content Standards

12.1 Analyze principles of human growth and development across the life span.

12.2 Analyze conditions that influence human growth and development.

#### Competencies

12.1.1 Analyze physical, emotional, social, moral, and cognitive development.

12.1.2 Analyze interrelationships among physical, emotional, social, moral, and cognitive aspects of human growth and development.

12.1.3 Analyze current and emerging research about human growth and development, including but not limited to brain development research.

12.2.1 Analyze the influences of heredity and environment on human growth and development.

12.2.2 Analyze the influences of social, economic, and technological forces on individual growth and development.

12.2.3 Analyze the influences of gender, ethnicity, and culture on individual development.

12.2.4 Analyze the influences of life events on individuals' physical, emotional, social, moral and cognitive development.

12.2.5 Analyze geographic, political, and global influences on human growth and development.

12.3 Analyze strategies that promote growth and development across the life span.

12.3.1 Analyze the role of nurturance on human growth and development.

12.3.2 Analyze the role of communication on human growth and development.

12.3.3 Analyze the role of educational and family and social services support systems and resources in meeting human growth and development needs.



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### Area of Study 15.0

#### Parenting

##### Usage Guidelines

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- The standards are grouped by Areas of Study, NOT by courses or course sequences. It is expected that content knowledge and skills from multiple Areas of Study would be utilized when building courses and course sequences for related Career Pathways for state or local uses. For example, standards from Area 15 Parenting might be incorporated into course sequences for Area 3 Consumer Services, Area 4 Education and Early Childhood, and Area 7 Family and Community Services as well as course sequences for additional pathways.

##### Comprehensive Standard

Evaluate the effects of parenting roles and responsibilities on strengthening the well-being of individuals, families, and society.

##### Content Standards

15.1 Analyze roles and responsibilities of parenting.

15.2 Evaluate parenting practices that maximize human growth and development.

15.3 Evaluate external support

##### Competencies

- 15.1.1 Analyze parenting roles across the life span.  
15.1.2 Analyze expectations and responsibilities of parenting.  
15.1.3 Analyze influences of parenting practices on individuals, families, and society.  
15.1.4 Analyze societal conditions that influence parenting across the life span.  
15.1.5 Explain cultural differences and similarities in roles and responsibilities of parenting.

- 15.2.1 Analyze nurturing practices that support human growth and development.  
15.2.2 Apply communication strategies that promote emotional well-being in family members.  
15.2.3 Assess common practices and emerging research about influences of discipline on human growth and development.  
15.2.4 Analyze the effects of abuse and neglect on children and families and determine methods for prevention.  
15.2.5 Apply criteria for selecting care and services for children and youth.

15.3.1 Analyze community resources and services available to

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| systems that provide services for parents.  | families.   |
|   | 15.3.2 Analyze community resources that provide opportunities related to parenting.   |
|   | 15.3.3 Analyze current laws and policies related to parenting.  |
|   | 15.3.4 Analyze impacts of advocacy on laws and policies related to parenting.   |
| 15.4 Analyze physical and emotional factors related to beginning the parenting process. | 15.4.1 Analyze biological processes related to prenatal development, birth, and health of child and mother.                                   |
|   | 15.4.2 Analyze social, emotional, and environmental factors of prenatal development and birth in relation to the health of parents and child. |
|   | 15.4.3 Analyze alternatives to biological parenthood.   |
|   | 15.4.4 Analyze legal and ethical impacts of current and emerging technology on fertility and family planning.                                 |