

This area of study will focus on the various physical, cognitive, social, emotional and moral development, environments and social institutions, family life, demographics, and culture influencing human growth and development. This course also provides information and activities for guiding behavior and meeting the needs of special age groups. Students will utilize problem solving techniques and participate in hands-on activities. Teachers should provide each student with real world learning opportunities and instruction related to education careers. It is the expectation of this course that students will be prepared to pass the Praxis I Test: Pre-Professional Skills Tests (PPST®). Students are encouraged to become active members of the student organization, Future Educators Association® (FEA) a national student organization for those enrolled in Careers in Education. FEA is an integral component of the program and provides curricular opportunities that enhance student achievement. Teachers should utilize relevant FEA activities to support experiential learning. The West Virginia Standards for 21<sup>st</sup> Century Learning include the following components: 21<sup>st</sup> Century Content Standards and 21<sup>st</sup> Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

<b>Grade 11-12</b>	<b>Human Growth and Development</b>		
<b>Standard: 1</b>	<b>Physical Development</b>		
HS.S.CED2.1	Students will examine the process of growth and development.		
<b>Objectives</b>	<b>Students will</b>		
HS.O.CED2.1.1	recognize signs of healthy growth and physical development –birth through adolescence.		
HS.O.CED2.1.2	determine factors that aid or harm physical growth and development.		
<b>Performance Descriptors (HS.PD.CED2.1)</b>			
	<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>
	The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceed the standard in physical development. The student appraises signs of healthy growth and physical development –birth through adolescence; and decides factors that may aid or harm physical growth and development. The student	The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that meet the standard in physical development. The student recognizes signs of healthy growth and physical development –birth through adolescence; and determines factors that may aid or harm physical growth and development. Application of	The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in physical development. The student identifies signs of healthy growth and physical development –birth through adolescence; and describes factors that may aid or harm physical growth and development. Performance

can independently solve problems and is self-directed.	knowledge and skills is thorough and effective, and the student can work independently.	needs further development and supervision.
<b>Standard: 2</b>	<b>Cognitive Growth and Development</b>	
HS.S.CED2.2	Students will compare the various theories of cognitive development.	
<b>Objectives</b>	<b>Students will</b>	
HS.O.CED2.2.1	outline stages of normal cognitive growth and development.	
HS.O.CED2.2.2	examine theories of cognitive development.	
HS.O.CED2.2.3	analyze theories as they apply to cognitive and communicative development.	
<b>Performance Descriptors (HS.PD.CED2.2)</b>		
<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceed the standard in cognitive growth and development. The student assess stages of normal cognitive growth and development; compares theories of cognitive development; and critiques theories as they apply to cognitive and communicative development. The student can independently solve problems and is self-directed.	The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that meet the standard in cognitive growth and development. The student outlines stages of normal cognitive growth and development; examines theories of cognitive development; and analyzes theories as they apply to cognitive and communicative development. Application of knowledge and skills is thorough and effective, and the student can work independently.	The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in cognitive growth and development. The student summarizes stages of normal cognitive growth and development; define theories of cognitive development; and identifies theories as they apply to cognitive and communicative development. Performance needs further development and supervision.
<b>Standard: 3</b>	<b>Social and Emotional Development</b>	
HS.S.CED2.3	Students will research social and emotional development from conception through adolescence.	
<b>Objectives</b>	<b>Students will</b>	
HS.O.CED2.3.1	determine stages of normal social and emotional development.	
HS.O.CED2.3.2	examine theories of social and emotional development.	
HS.O.CED2.3.3	articulate how theories help to understand an individual's social and emotional development.	

<b>Performance Descriptors (HS.PD.CED2.3)</b>		
<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceed the standard in social and emotional development. The student assesses stages of normal social and emotional development; theories of social and emotional development; and communicates how theories help to understand an individual's social and emotional development. The student can independently solve problems and is self-directed.	The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that meet the standard in social and emotional development. The student determines stages of normal social and emotional development; examines theories of social and emotional development; and articulates how theories help to understand individual's social and emotional development. Application of knowledge and skills is thorough and effective, and the student can work independently.	The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in social and emotional development. The student summarizes stages of normal social and emotional development; defines theories of social and emotional development; and illustrates how theories help to understand an individual's social and emotional development. Performance needs further development and supervision.
<b>Standard: 4</b>	<b>Moral Development</b>	
HS.S.CED2.4	Students will summarize the stages of moral development.	
<b>Objectives</b>	<b>Students will</b>	
HS.O.CED2.4.1	compare theories of moral development.	
HS.O.CED2.4.2	examine how theories help to understand an individual's moral development.	
HS.O.CED2.4.3	compare how moral development can be influenced by negative and positive factors.	
<b>Performance Descriptors (HS.PD.CED2.4)</b>		
<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceed the standard in moral development. The student evaluates theories of moral development; proves how theories help	The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that meet the standard in moral development. The student compares theories of moral development; examines how theories	The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in moral development. The student defines theories of moral development; concludes how theories

to understand an individual's moral development; and interprets how moral development can be influenced by negative and positive factors The student can independently solve problems and is self-directed.	help to understand an individual's moral development; and compares how moral development can be influenced by negative and positive factors. Application of knowledge and skills is thorough and effective, and the student can work independently.	help to understand an individual's moral development; and describes how moral development can be influenced by negative and positive factors. Performance needs further development and supervision.
<b>Standard: 5 Environmental Influences</b>		
HS.S.CED2.5 Students will research the impact of environment on the development of children through adolescence.		
<b>Objectives Students will</b>		
HS.O.CED2.5.1 examine environmental influences that affect physical, cognitive, social, cultural, and emotional development.		
HS.O.CED2.5.2 predict the impact environmental influences have on development.		
HS.O.CED2.5.3 analyze components of cultural influences.		
<b>Performance Descriptors (HS.PD.CED2.5)</b>		
<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceed the standard in environmental influences. The student assesses environmental influences that affect physical, cognitive, social, cultural, and emotional development; interprets the impact environmental influences have on development; and evaluates components of cultural influences. The student can independently solve problems and is self-directed.	The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that meet the standard in environmental influences. The student examines environmental influences that affect physical, cognitive, social, cultural, and emotional development; predicts the impact environmental influences have on development; and analyzes components of cultural influences. Application of knowledge and skills is thorough and effective, and the student can work independently.	The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in environmental influences. The student describes environmental influences that affect physical, cognitive, social, cultural, and emotional development; understands the impact environmental influences have on development; and discusses components of cultural influences Performance needs further development and supervision.
<b>Standard: 6 Family Life</b>		

HS.S.CED2.6	Students will evaluate the impact of family life on an individual's development.	
<b>Objectives</b>	<b>Students will</b>	
HS.O.CED2.6.1	research the history, development, and current status of family life in our country.	
HS.O.CED2.6.2	determine the family's role and its impact on individual's development.	
<b>Performance Descriptors (HS.PD.CED2.6)</b>		
<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceed the standard in family life. The student compiles the history, development, and current status of family life in our country; and concludes the family's role and its impact on individual's development. The student can independently solve problems and is self-directed.	The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that meet the standard in family life. The student researches the history, development, and current status of family life in our country; and determines the family's role and its impact on individual's development. Application of knowledge and skills is thorough and effective, and the student can work independently.	The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in family life. The student summarizes the history, development, and current status of family life in our country; and predicts the family's role and its impact on individual's development. Performance needs further development and supervision.
<b>Standard: 7</b>	<b>Demographics</b>	
HS.S.CED2.7	Students will synthesize demographics related to children.	
<b>Objectives</b>	<b>Students will</b>	
HS.O.CED2.7.1	examine demographics of our country's population.	
HS.O.CED2.7.2	assess collective trends in our country's population.	
HS.O.CED2.7.3	analyze society's responses to current demographics and trends.	
<b>Performance Descriptors (HS.PD.CED2.7)</b>		
<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceed the standard in demographics. The student	The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that meet the standard in demographics. The student	The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in demographics. The

assesses the demographics of our country's population; interprets the collective trends in our country's population; and evaluates our society's responses to current demographics and trends. The student can independently solve problems and is self-directed.	examines the demographics of our country's population; assesses the collective trends in our country's population; and analyzes our society's responses to current demographics and trends. Application of knowledge and skills is thorough and effective, and the student can work independently.	student reviews the demographics of our country's population; describes the collective trends in our country's population; and gives examples of our society's responses to current demographics and trends. Performance needs further development and supervision.
<b>Standard: 8</b>	<b>Detractors of Growth and Development</b>	
HS.S.CED2.8	Students will analyze the detractors of an individual's growth and development.	
<b>Objectives</b>	<b>Students will</b>	
HS.O.CED2.8.1	research how emotional, familial, economic, social forces and conditions detract healthy growth and development.	
HS.O.CED2.8.2	determine what can be done individually and collectively to affect such forces.	
<b>Performance Descriptors (HS.PD.CED2.8)</b>		
<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceed the standard in detractors of growth and development. The student interprets how emotional, familial, economic, social forces and conditions detract healthy growth and development; and evaluates what can be done individually and collectively to affect such forces. The student can independently solve problems and is self-directed.	The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that meet the standard in detractors of growth and development. The student researches how emotional, familial, economic, social forces and conditions detract healthy growth and development; and determines what can be done individually and collectively to affect such forces. Application of knowledge and skills is thorough and effective, and the student can work independently.	The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in detractors of growth and development. The student describes how emotional, familial, economic, social forces and conditions detract healthy growth and development; and discusses what can be done individually and collectively to affect such forces. Performance needs further development and supervision.
<b>Standard: 9</b>	<b>Atypical Development</b>	
HS.S.CED2.9	Students will evaluate the cause and treatment of atypical development.	

Objectives	Students will	
HS.O.CED2.9.1	examine forms of atypical development.	
HS.O.CED2.9.2	differentiate behavioral and genetic manifestations of atypical development in children.	
HS.O.CED2.9.3	compare treatment strategies for atypical development.	
Performance Descriptors (HS.PD.CED2.9)		
Above Mastery	Mastery	Partial Mastery
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceed the standard in atypical development. The student compares forms of atypical development; appraises behavioral and genetic manifestations of atypical development in children; and formulates treatment strategies for atypical development. The student can independently solve problems and is self-directed.	The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that meet the standard in atypical development. The student examines forms of atypical development; differentiates behavioral and genetic manifestations of atypical development in children; and compares treatment strategies for atypical development. Application of knowledge and skills is thorough and effective, and the student can work independently.	The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in atypical development. The student describes forms of atypical development; identifies behavioral and genetic manifestations of atypical development in children; and explains treatment strategies for atypical development. Performance needs further development and supervision.
Standard: 10	Educational Exceptionalities	
HS.S.CED2.10	Students will examine categories of exceptionalities on development and learning.	
Objectives	Students will	
HS.O.CED2.10.1	illustrate categories and characteristics of exceptionalities.	
HS.O.CED2.10.2	examine impact of exceptionalities on development and learning.	
Performance Descriptors (HS.PD.CED2.10)		
Above Mastery	Mastery	Partial Mastery
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceed the standard in educational exceptionalities. The student organizes categories and	The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that meet the standard in educational exceptionalities. The student illustrates categories and	The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in educational exceptionalities. The student lists the

characteristics of exceptionalities; and predicts impact of exceptionalities on development and learning. The student can independently solve problems and is self-directed.	characteristics of exceptionalities; and examines impact of exceptionalities on development and learning. Application of knowledge and skills is thorough and effective, and the student can work independently.	categories and characteristics of exceptionalities; and summarizes impact of exceptionalities on development and learning. Performance needs further development and supervision.
<b>Standard: 11</b>	<b>Praxis I Test: Pre-Professional Skills Tests (PPST®).</b>	
HS.S.CED2.11	Students will prepare to take the Praxis I Test: Pre-Professional Skills Tests (PPST®).	
<b>Objectives</b>	<b>Students will</b>	
HS.O.CED2.11.1	determine requirements for admission to one or more teacher education program.	
HS.O.CED2.11.2	participate in the study plan development webinar for reading, writing and mathematics.	
HS.O.CED2.11.3	perform Praxis I sample questions.	
<b>Performance Descriptors (HS.PD.CED2.11)</b>		
<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceed the standard in Praxis I Test: Pre-Professional Skills Tests (PPST®). The student appraises requirements for admission to one or more teacher education program; participates in the study plan development webinar for reading, writing and mathematics; and performs Praxis I sample questions. The student can independently solve problems and is self-directed.	The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that meet the standard in Praxis I Test: Pre-Professional Skills Tests (PPST®). The student determines requirements for admission to one or more teacher education program; participates in the study plan development webinar for reading, writing and mathematics; and performs Praxis I sample questions. Application of knowledge and skills is thorough and effective, and the student can work independently.	The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Praxis I Test: Pre-Professional Skills Tests (PPST®). The student lists requirements for admission to one or more teacher education program; find the study plan development webinar for reading, writing and mathematics; and views Praxis I sample questions. Performance needs further development and supervision.
<b>Standard: 12</b>	<b>Participating in the Student Organization</b>	
HS.S.CED2.12	Students will participate in a student organization.	
<b>Objectives</b>	<b>Students will</b>	

HS.O.CED2.12.1	assess the purposes and goals of a local student organization	
HS.O.CED2.12.2	discover the benefits and responsibilities of participation in a local student organization as an adult.	
HS.O.CED2.12.3	demonstrate leadership skills through participation in local student organization activities such as meetings, programs, and projects.	
<b>Performance Descriptors (HS.PD.CED2.12)</b>		
	<b>Above Mastery</b>	<b>Mastery</b>
	<b>Partial Mastery</b>	
	The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceed the standard in participating in a student organization. The student evaluates the purposes and goals of a local student organization; judges the benefits and responsibilities of participation in a local student organization as an adult; and performs leadership skills through participation in local student organization activities such as meetings, programs, and projects. The student can independently solve problems and is self-directed.	The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that meet the standard in participating in a student organization. The student assesses the purposes and goals of a local student organization; discovers the benefits and responsibilities of participation in a local student organization as an adult; and demonstrates leadership skills through participation in local student organization activities such as meetings, programs, and projects. Application of knowledge and skills is thorough and effective, and the student can work independently.
	The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in participating in a student organization. The student identifies the purposes and goals of a local student organization; lists the benefits and responsibilities of participation in a local student organization as an adult; and name leadership skills through participation in local student organization activities such as meetings, programs, and projects. Performance needs further development and supervision.	
<b>Standard: 13</b>	<b>Literacy and Numeracy</b>	
HS.S.CED2.13	Students will demonstrate the literacy and numeracy skills required to solve complex, real-world problems associated with their career/technical content area and improve their thinking and reasoning skills.	
<b>Objectives</b>	<b>Students will</b>	
HS.O.CED2.13.1	utilize a variety of technical sources (e.g., Internet, manuals, journals, directions, reports, etc.) to complete career/technical assignments and projects.	
HS.O.CED2.13.2	demonstrate writing skills required to complete career/technical assignments and projects.	
HS.O.CED2.13.3	demonstrate accuracy in calculating and measuring graphical work required to complete	

	career/technical assignments and projects.	
HS.O.CED2.13.4	analyze tables, charts, graphs and multiple data sources to complete career/technical assignments and projects.	
<b>Performance Descriptors (HS.PD.CED2.13)</b>		
	<b>Above Mastery</b>	<b>Mastery</b>
	<b>Partial Mastery</b>	
	<p>The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceed the standard in literacy and numeracy. The student chooses a variety of technical sources (e.g., Internet, manuals, journals, directions, reports, etc.) to complete career/technical assignments and projects; performs writing skills required to complete career/technical assignments and projects; communicates accuracy in calculating and measuring graphical work required to complete career/technical assignments and projects; and evaluates tables, charts, graphs and multiple data sources to complete career/technical assignments and projects. The student can independently solve problems and is self-directed.</p>	<p>The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that meet the standard in literacy and numeracy. The student utilizes a variety of technical sources (e.g., Internet, manuals, journals, directions, reports, etc.) to complete career/technical assignments and projects; demonstrates writing skills required to complete career/technical assignments and projects; demonstrates accuracy in calculating and measuring graphical work required to complete career/technical assignments and projects; and analyzes tables, charts, graphs and multiple data sources to complete career/technical assignments and projects. Application of knowledge and skills is thorough and effective and the student can work independently.</p>
	<p>The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in literacy and numeracy. The student selects a variety of technical sources (e.g., Internet, manuals, journals, directions, reports, etc.) to complete career/technical assignments and projects; reproduces writing skills required to complete career/technical assignments and projects; illustrates accuracy in calculating and measuring graphical work required to complete career/technical assignments and projects; and explains tables, charts, graphs and multiple data sources to complete career/technical assignments and projects. Performance needs further development and supervision.</p>	

<b>Standard: 14</b>		<b>21<sup>st</sup> Century Learning Skills</b>		
HS.S.CED2.13	Students will	<ul style="list-style-type: none"> <li>access and manipulate information for use in oral, written, or multimedia format using appropriate technology skills.</li> <li>apply sound reasoning processes to solve complex real-world problems and develop new ideas.</li> <li>exhibit leadership and ethical behavior in planning and executing tasks, as an individual or a group member.</li> </ul>		
<b>Objectives</b>		<b>Students will</b>		
HS.O.CED2.14.1	search online using a range of technology tools and media to access relevant information needed for problem solving.			
HS.O.CED2.14.2	create information for oral, written, and multimedia communications, adhering to copyright laws.			
HS.O.CED2.14.3	engage in problem solving and critical thinking processes to create and evaluate complex strategies in order to independently solve problems.			
HS.O.CED2.14.4	adapt to new situations by considering multiple perspectives and a commitment to continued learning.			
HS.O.CED2.14.5	exhibit ethical behavior and positive leadership while working collaboratively in the school and/or community.			
HS.O.CED2.14.6	model legal and ethical behaviors in the use of technology.			
<b>Performance Descriptors (HS.PD.CED2.14)</b>				
<b>Above Mastery</b>		<b>Mastery</b>		<b>Partial Mastery</b>
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceed the standard in 21 <sup>st</sup> century learning skills. The student assesses online technology tools and media to access relevant information needed for problem solving; critiques information for oral, written, and multimedia communications, adhering to copyright		The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that meet the standard in 21 <sup>st</sup> century learning skills. The student searches online using a range of technology tools and media to access relevant information needed for problem solving; creates information for oral, written, and multimedia communications, adhering to copyright		The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in 21 <sup>st</sup> century learning skills. The student explains online technology tools and media to access relevant information needed for problem solving; identifies information for oral, written, and multimedia communications, adhering to copyright laws; discusses

laws; integrates problem solving and critical thinking processes to create and evaluate complex strategies in order to independently solve problems; interprets new situations by considering multiple perspectives and a commitment to continued learning; incorporates ethical behavior and positive leadership while working collaboratively in the school and/or community; and reinforces legal and ethical behaviors in the use of technology. The student can independently solve problems and is self-directed.	laws; engages in problem solving and critical thinking processes to create and evaluate complex strategies in order to independently solve problems; adapts to new situations by considering multiple perspectives and a commitment to continued learning; exhibits ethical behavior and positive leadership while working collaboratively in the school and/or community; and models legal and ethical behaviors in the use of technology. Application of knowledge and skills is thorough and effective and the student can work independently.	problem solving and critical thinking processes to create and evaluate complex strategies in order to independently solve problems; discusses new situations by considering multiple perspectives and a commitment to continued learning; reviews ethical behavior and positive leadership while working collaboratively in the school and/or community; and describes legal and ethical behaviors in the use of technology. Performance needs further development and supervision.
<b>Standard: 15</b>	<b>Entrepreneurship Skills</b>	
HS.S.CED2.15	Students will access the opportunities, concepts, processes, and personal traits/behaviors associated with successful entrepreneurial performance.	
<b>Objectives</b>	<b>Students will</b>	
HS.O.CED2.15.1	assess global trends in entrepreneurship that are related to their career/technical program.	
HS.O.CED2.15.2	determine entrepreneurial opportunities in venture creation related to their career/technical program.	
HS.O.CED2.15.3	examine desirable entrepreneurial personality traits.	
<b>Performance Descriptors (HS.PD.CED2.15)</b>		
<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceed the standard in entrepreneurship skills. The student critiques global trends in entrepreneurship that are related to their career/technical program;	The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that meet the standard in entrepreneurship skills. The student assesses global trends in entrepreneurship that are related to their career/technical program;	The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in entrepreneurship skills. The student lists global trends in entrepreneurship that are related to their career/technical program;

<p>evaluates entrepreneurial opportunities in venture creation related to their career/technical program; and assesses desirable entrepreneurial personality traits. The student can independently solve problems and is self-directed.</p>	<p>determines entrepreneurial opportunities in venture creation related to their career/technical program; and examines desirable entrepreneurial personality traits. Application of knowledge and skills is thorough and effective and the student can work independently.</p>	<p>describes entrepreneurial opportunities in venture creation related to their career/technical program; and identifies desirable entrepreneurial personality traits. Performance needs further development and supervision.</p>
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