

## **Bringing 4-H to the Classroom – An Introduction to School Standards**

Content standards establish specific expectations for the assessment of cumulative learning by the end of first grade, fourth grade, eighth grade and twelfth grade. The standards listed for this curriculum serve as a base guide and are not absolute – you may find that you add or subtract specific standards as you seek to meet the needs of your unique educational setting. In addition, as the curriculum is adapted standards for grade levels not listed here may be met. Visit the Nebraska Department of Education website to access current standard lists in each content area.

As this is a University of Nebraska-Lincoln Extension publication, the Nebraska State Educational Standards have been aligned to the materials found in this curriculum. Alignment of the Nebraska Standards is in compliance with national educational standards. If you are using this curriculum in another state, please refer to your local education department to reference your own individual state standards and see how they relate to the standards listed here.

### ***Design Decisions Activities: Aligned with Nebraska State Education Content Standards***

Nebraska State Education Content Standards are “statements focusing on academic knowledge, skills and understandings that schools should teach and students should know as a result of their schooling” (Nebraska L.E.A.R.N.S., 1999).

*The content area “home base” for this curriculum is Family & Consumer Sciences.*

*Career Cluster Area(s): Architecture & Construction; Hospitality & Tourism; Human Services*

### **Applies to overall curriculum**

#### **Family & Consumer Sciences:**

1.C – Apply practical reasoning to investigate a family-related concern.

06-12.2.1 – Integrate relationship skills, communication skills, conflict management skills and personal responsibility into the family, workplace and community.

Possible sub-standard linkages: 2.B, 2.C

06-12.6.1 – Evaluate consumer and management decisions related to human, economic, technological, and environmental resources within families and society.

Possible sub-standard linkages: 6.A, 6.B, 6.C, 6.D, 6.E, 6.F, 6.G

06-12.8.0 – Analyze how knowledge and skills related to living environments (housing, interiors, home furnishings) affect the well being of individuals, families and society.

Possible sub-standard linkages: 8.A, 8.B, 8.C, 8.D, 8.E

06-12.9.1 – Analyze how knowledge and skills related to textiles and apparel affect the well-being of individuals, families and society.

Possible sub-standard linkages: 9.A, 9.B, 9.C, 9.D

06-12.10.1 – Demonstrate transferable and employability skills in family, community and work/career settings.

10.D – Examine potential career choices to determine the education, technologies, skills, and attitudes associated with each.

#### **Reading/Writing:**

8.1.1 – Students will identify the main idea and supporting details in what they have read.

8.1.5 – Students will identify and apply knowledge of the text structure and organizational elements to analyze nonfiction or informational text.

8.2.1 – Students will write using standard English (conventions) for sentence structure, usage, punctuation, capitalization, and spelling.

8.3.1 – Students will participate in group discussions by asking questions and contributing information and ideas.

8.4.1 – Students will identify information gained and complete tasks through listening.

12.1.2 – Students will locate, evaluate, and use primary and secondary resources for research.

**Mathematics:**

8.1.2 – Students will determine equivalences among fractions, decimals, and percentages.

8.2.1 – Students will add, subtract, multiply, and divide decimals and proper, improper, and mixed fractions with uncommon and common denominators with and without the use of technology.

8.2.5 – Students will apply strategies of estimation when solving problems with and without the use of technology.

8.3.1 – Students will select measurement tools and measure quantities for temperature, time, money distance, angles, area, perimeter, volume, capacity, and weight/mass in standard and metric units at the designated level or precision.

8.3.2 – Students will convert units within given measurement systems using standard and metric, given conversion factors.

8.4.3 – Students will use formulas to solve problems involving perimeter and area of a square, rectangle, parallelogram, trapezoid and triangle, as well as the area and circumference of circles.

8.5.2 – Students will read and interpret tables, charts, and graphs to make comparisons and predictions.

12.3.1 – Students will select and use measuring units, tools, and/or technology and explain the degree of accuracy and precision of measurements.

12.4.2 – Students will create geometric models to describe the physical world.

**Science:**

8.7.3 – Develop an understanding of natural hazards.

12.6.2 – Develop an understanding of science and technology.

12.7.3 – Develop an understanding of natural resources.

12.7.4 – Develop and understanding of environmental quality.

**Social Studies:**

8.1.9 – Describe key people, events, and ideas since World War II, specifically the technology revolution and the consumer economy and increasing global markets

8.3.5 – Explain the structure and operation of the United States economy and the role of citizens as producers and consumers.

**Visual & Performing Arts:**

K12.1.0 – Students recognize the connections between the arts and their own lives and environments.

K12.2.0 – Students recognize the value of arts in their own learning and creative processes.

K12.4.0 – Students exhibit a variety of creative skills in their own artistic expressions and in response to others.

K12.5.0 – Students develop criteria to evaluate their own and others' creative expressions.

K12.6.0 – Students use the visual and performing arts to solve problems.